Break

Up standards

Mrs Shirley Williams could not be at the Lord William's School in Thame, Oxfordshire, (see page 6) on Tuesday to give away the prizes —pressure of Parliamentary business. Her mantle therefore fell on Dr Harry Judge. Not altogether a surprising choice: Lord William's School is one of those Oxfordshire schools most closely involved with Dr Judge's Department of Educational Studies at Oxford in developing the teaching hospital model of initial teacher training. Also Dr Judge's father was head boy there in 1903 in bygone days when it was a small grammar school for boys.

It gave Dr Judge a public platform at a most opportune moment. He heard last week that the Department of Education and Science is prepared "in principle" to grant him £20,000 over two years to set up a development group for educational research in Oxford—a joint university, local authority, DES enterprise. He used the occasion to make the project public.

Provided he can now put together a concrete proposal for a research development group and muster convincing names to people it so as to prove that the university and the local authority are behind the scheme, an idea which has been cooking some two years could get off the ground.

The first working meetings will take place early in the new year and though no firm programme yet exists, it seems a fair guess that evaluation and standards will be given high priority. That is the area in which the DES, in giving its tentative approval, expressed most interest and it is to be represented in the planning and management of the project, a longer-term project with financial backing from the DES is a possibility but about that they are as yet pretty non-committal. Meanwhile the DES is not likely to remain the sole source of funds.

The scheme has its formal origins in conversations held two years ago between Dr Judge and Professor Jerome Bruner with the Ford Foundation and the Massachusetts Institute of Technology.

Judge and Bruner were interested in mobilising the constellation of academic stars from many disciplines, all with interests in education, fortuitously present in Oxford at the time. They were Lord Bullock (of reading), Lord Redcliffe Maud (of local government and before that permanent secretary at the DES), Dr A. H. Halsey (educational priority areas, etc), Geoffrey Caston (ex DES and Schools Council) Michael Argyle (social psychology), Rom Harré (philosophy), etc.

MIT had recently been trying to do the same thing with its division for study and research in education set up with the aim of bringing together experts from different disciplines. (Its director, Ben Snyder, holds two half appointments, one in psychiatry, the other in architecture). Ford had helped finance it.

It has also helped to finance subsequent developments at Oxford: a seminar in the spring of 1975 bringing the academics, the local authorities, the DES and others together to discuss the establishment of a research centre (a research group but no centre resulted); and a series of academic seminars last summer run by Dr Halsey.

As luck would have it Dr Judge and Professor Bruner fly to Boston today for further talks. This time they will carry with them news of positive British government interest. They hope this will help them get further backing both in America and here.

The success of this project can also be seen as part of Dr Judge's careful strategy for building up the position of education in the university while resisting its inclusion as a watered-down academic discipline. Hence his passionate opposition to the BEd proposals, and the total lack of pressure from his department for the establishment of a chair of education; the encouragement of an interdisciplinary approach in the recently founded *Oxford Review of Education*, and in the research group and in Dr Halsey's seminars; and the moves towards cooperation with the local authority both in teacher training and research.

The DES project is a major step forward in this programme. So is the approval of an MSc in educational studies by the university last week. This provides more scope for the department to engage in research itself. And that could be useful with a big project coming up.

Illich rules OK

Ivan Illich, high priest of radical self-help, was in a committee room at the House of Commons on Tuesday night introducing some of the ideas in his new book—*The Disabling Professions*—to a group [illegible] Labour backbenchers.

This foray into the world of realpolitik is new for Illich, who keeps a low profile, and the occasion was managed by his friend, Chris Price, MP, who argued that the gospel according to Illich had not been discussed enough in Britain, though it was acutely relevant to our sorry plight.

The handful of Honourable Members (mostly Labour, of course) gave him a good hearing in between the division bells for the Aircraft and Shipbuilding Industries Bill, when they all trooped out to vote. But they were around long enough to hear Illich's main point—that the world suffered from too much "professionalization". (He is keen on the sociological terms). "In the last 25 years, the major professions have gained enormous power, he said. Doctors, for example, not only decide what constitutes disease, but diagnose who suffers from it and how it can be corrected.

"This represents a coagulation of the three fundamental political powers in the hands of one elite. The professions have ceased to be craftsmen and become clergymen." Moreover, they had such a stranglehold on production that people did not have the freedom now to build their own homes, install their own electricity and be responsible for their children.

He repeated several times that he was talking about personal freedom, not corporate freedom, about individual rights of access to institutions, about personal liberty to use modern technology to make things. In one of his few references to education he said: "I am not arguing for a world where we will have better ways of instructing children outside schools, but where learning by participation is again possible."

He had no blueprint for society. His method was essentially negative and questioning, and concerned with establishing the limits to growth. His message was delivered in the quiet spoken, unassuming style of a Catholic priest—but then that was what Illich was in an earlier incarnation.

Moral money

Incredulous laughter from 125 sixth formers greeted the news that dock workers would be asking for a 25-hour week and that the press was controlled by a handful of rich businessmen; the ideas were presented to them by John Lear, a Transport and General Workers docks organizer.

John Lear was guest speaker at one of the Industrial Society's Challenge of Industry conferences. They run these all over the country, 32 three years ago, 48 last year, more than 70 this year. This week's one was at Eltham College in South London; a direct grant boys school which went independent this September. Their 110 sixth formers were conscripts to the course. Eleven girls from Blackheath High and five boys from St Dunstan's joined them as volunteers. Four other schools either ignored Eltham's invitation to join in or turned it down for lack of interest among the pupils.

Most of these two-day extortion, [illegible] under-graduate-packed courses are run in independent or selective schools, though sixth form colleges are showing an interest. They are heavily subsidized by the society from a trust fund raised from their members, companies and unions. However, they still cost the school or local authority £1 a head, and 100 students is the minimum.

They are very much aimed at attracting bright young people into industrial management. "We want to present to you the challenge of industry." "We want to talk about how you manage people", Peter Korner, assistant manager of London and Manchester Life Assurance, said in opening the conference. And he went on to overlay the industry-is-interesting and industry-is-working-with-people pitch with the Industrial Society's characteristic appeal to moral values and idealism: working in the wealth producing sector of the economy is more helpful to the nation, more useful to other people than working in sectors which simply help to spend the wealth, etc.

*"Good Heavens, Grimes, can't you even spell ****?"*

The main part of the conferences is given over to simulation exercises and discussions in small groups. They are shown, for example, a film-strip. Mr Hunter is a section head who has become a passenger. He is 47 and has been in the job nine years during which time the job has grown but he has not. Younger men are pushing up from below. They may leave in frustration at Mr Hunter's inadequacy . . . etc. What would you do?

"The idea", Chris Mattinson, a personnel officer from the Greater London Council, who was one of the group leaders at the Eltham conference, said, "is to get them to make a decision." To that end clustering and complicating information about, for example, unfair dismissal legislation is not brought into the discussion. They do not aim to teach what can be done in such a case—only the challenging nature of the decisions managers have to make.

As for the conscripts: Mr R. Williams, head of the economics and business studies department at Eltham College, organized the course, gave out a questionnaire ahead of time. How many people intended/expected to go into industry? Fifty per cent did not know what they would do. 50 per cent knew that they would not. Except for one or two people wanting to be engineers and one intending industrial chaplain (was this a joke?) none of them wanted to go into industry. The professions, law in particular, led the list by a long way.

When the course has been run at the school before there have usually been a number of converts, mainly among boys who were in the "don't know" category and mainly among those not studying economics or the more recently introduced business studies. "Boys who really haven't thought about it before", Mr Williams says.

Mr Williams himself left industry to take up teaching. Does this mean he turns them away from it? "No, I tell them that if they like people and if they get satisfaction from producing something . . . then they should give it a try. But I resent all of this generation [illegible] going to have to change direction in their career at least twice" Why did he leave industry? "Well, I ended up in advertising and I found that conflicted with my moral values. And if was interfering with my social life. I was never at home."

Blessed Margaret

Why are educationists in decline, often so dull? Take the case of the "any questions" panel [illegible] organized in London last week by F. J. Arnold & Son of Leeds. On stage line-up looked impressive: Norman St John-Stevas [illegible], Joan Lestor, and Margaret Roberts, headmistress, with Henry Plucknett, headmaster. Masters of their subject, all of them, and questions gave them a fair, if not scientific, chance to enliven the evening.

The snag was that they were such nice people. They were more or less; that the use of expulsion as a political party [illegible] was distasteful, if inevitable, that truancy was not a good thing, that indiscipline was undesirable, that [illegible] defined, that the wearing of denim by pupils was acceptable on occasion but rarely aesthetically pleasing, and that the teaching of religion was a thorny subject.

Perhaps the best clue to the failure of the debate to take off was to be found in answers to a question about the influence of the pupils' own teachers in youth. It soon became clear that all had suffered, whether from the gentle nuns, the rough hand of discipline or straightforward neglect. All evidently hated school in their day and it was the rare teacher who had made a good impression.

So what are they all doing to education now? Norman St John-Stevas was most explicit: "The happiest days of my life were spent with the Blessed Margaret at the DES, and I am looking forward to an even happier time there with the Blessed Margaret."

Yet when it came to discussing truancy and its causes—and one might be something to do with the organization of a school—the unfortunate home background was not noted, simply because many children still hate school and all its works.

Arnold

Next week

Tom Lowenstein on teacher [illegible]

Mary Neville on education [illegible] China.

Robin Wood on the London Film Festival.

Books: Douglas Johnson on [illegible] Open University history course; "The Revolutionary of 1848"; Mark Greengrass on Louis XIV; geography textbooks.

Crossword No 1,063

Across

1 Holiday place (6); 4 [illegible] (8); 9 Middle East land provides no public [illegible] (7); 10 Fishing vessels [illegible] (5); 11 Does it inhabit a [illegible] (4,5); 12 Master with you will be pretty grim (7); 13 Fruit [illegible] (5); 15 Quarrel about very small matter (4,3); 18 Study [illegible] (6); 17 [illegible] (6); 19 Tube [illegible] (5); 20 Acceptance of goods as dispatched (6).

Down

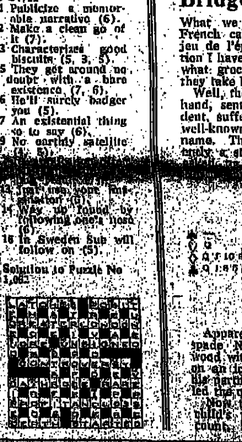
1 Publicize a monstrous narrative (6); 2 Make a clean go of it (7); 3 Characterises good biscuits (5, 3, 5); 5 They get around no doubt with a bare existence (7, 6); 6 He'll surely badger you (5); 7 An existential thing to say (6); 8 No earthly satellite (4, 5); 13 [illegible] (6); 14 [illegible] (6); 16 In Sweden pub will follow on (5).

Solution to Puzzle No 1,062

Bridge

What we call the cross-ruff the French call the grocer's game, le jeu de l'épicier. The only explanation I have ever heard of this is that what grocers give with one hand, they take back with the other.

Well, the grocer in the following hand, sent to me by a correspondent, suffered the recent fate of a well-known politician of the same name. The post mortem was evidently a stormy affair, and we are [illegible]



Apparently South opened one spade. North launched into Black Wood with all the pomp of a kitten on an ice rink, and eventually put the partner into the seven spades. West led the queen of diamonds.

Now this 26-point grand slam is child's play for anyone who can count. There are precisely four tricks outside trumps, so trumps must provide nine, which means one trump trick and eight cross ruffs in the red suits. Our declarer got this far: he took one round of trumps, cashed both red aces, and went into a blinding cross ruff.

Alas, he had not thought quite far enough. East discarded two clubs on the second and third diamond ruffs, and South was suddenly in trouble. He did not have enough trumps left to complete the cross ruff, and take his two club tricks without ruffing a club ruff himself. And if there was no club ruff, he ended up with one trump more than dummy and one dummy, and will win the thirteenth trick.

This is just what happened, leaving South bewildered and North cross. Of course the solution is simple: no doubt he meant to cash his A-K of clubs before embarking on the cross ruff—defenders' clubs would have to be divided 8-1 for this to fail—then take one round of trumps before cross ruffing. East's trumps would disappear helplessly on the Ace tricks. [illegible] *would be a polite term for South's play.*

The hand illustrated a cardinal rule: *if you are going to cross ruff, cash your side-suit winners first.* The next hand shows a Vdummy reversal at work.

West leads a trump against [illegible] diamonds, and South passes [illegible] *and comit.* (Another case where plan the best time for bold [illegible] ing a single card from dummy, [illegible] ever automatic the play may be.) The first trick in dummy notices that even one more [illegible] realises that four [illegible] of trumps will be fatal.

So, visualizing his own hand [illegible] the dummy, he ruffs a club, [illegible] to queen of hearts, ruffs a heart, crosses to king of hearts, ruffs a club, crosses to ace of hearts, and ruffs dummy's last club. Then his own last trump. Thus he makes [illegible] a third club, dummy's last club [illegible] and ruffs dummy's four losing hearts, and *four ruffs* in dummy, three tricks, and *four ruffs in the other hand.* Any attempt to establish diamond ruffs in dummy would only provoke West to over-ruff and declarer would make [illegible] and declarer would make four tricks.

John Gr

© Times Newspapers Limited 1976. Printed and published by Times Newspapers Limited, Printing House Square, Gray's Inn Road, London WC1X 8EZ. Printed in London by St Joseph Works Ltd., England. Friday December 10, 1976. Registered as a

THE TIMES
Educational Supplement
FRIDAY DECEMBER 17 1976 NUMBER 3211 FIRST PUBLISHED 1910 PRICE 15p

School meals bear the brunt of mini-cuts

The main brunt of the education cuts in Mr Healey's mini-budget this week will be borne by the school meals service and by educational buildings. Overall about 1 per cent is going to be cut from current spending on education and slightly more from capital spending. Next year £22m comes off spending on buildings (of which £2m will apply to Scotland), and a further £11m in 1978-79 (£1m in Scotland). This will be achieved by a *complete moratorium on* all building for the next six months, with a small number of exceptions which have still to be worked out.

The rest of the education budget is to be reduced by £20m in 1977-78 and £30m in 1978-79. About £6m will be saved by delaying the introduction of Section 9 of the new Education Act. This would have given local authorities the chance to sell school milk without taking into account the cost of administration. But this will not affect any of the existing arrangements whereby local authorities provide free milk.

In addition £2m is to be pruned from the science budget and £1m from the arts. This means that overall education will be bearing about 3 per cent of the cuts in both 1977-78 and 1978-79.

Education cuts (at 1976 survey prices)	1976-77	1977-78
Construction	£22m	£11m
Other (inc school meals)	£20m	£30m
Capital spending at FE colleges (TSA programmes)	£10m	£10m

Speaking on Wednesday Mrs Williams said they would consider proposing that essential "roofs-over-heads" building should continue, and that the main casualty should be improvements.

A quite separate building programme —in further education colleges, worth £10m in both years—is to be dropped by the Training Services Agency. They had planned to increase places for industrial training and have found that this is unnecessary.

Some of the savings in current spending will come from the universities and from non-teaching costs in further education. But with other savings some £37m is expected to come from the administration of school meals: most of it in 1978-79. This will give the Government time to hold discussions on how best to achieve this.

By concentrating such a large proportion of the cut in current educational expenditure on the school meals service, Mrs Williams has been able to ensure that the service as a whole gets away relatively lightly. Certainly it would be an abuse of the language to suggest that these cuts have required any agonizing decisions where education is concerned. The £6m to be saved on milk is a polite fiction, and the price of school meals will not go up any more than already planned. As for the rest, all that is involved is an attempt to shave the number of free meals which go to the growing army of adults who now consume nearly one tenth of the lunches served each day. Of course this will mean a tangle with the teachers' unions and reopen the dreary argument about the voluntary nature of school meals duty. But the Parkinsonian process by which the number of free-mealing adults has grown from the 370,000 a day in 1968 to 531,000 in 1976, looks perilously like the story of the national decline into bankruptcy.

The moratorium on building—which will hit the construction industry a body blow—will produce some saving, with the usual consequential extravagance later on. But Mrs Williams pointed out that falling rolls are already causing l.e.a.s to cancel some projects and some of the postponed buildings may not in fact be needed.

It now remains to be seen whether the cuts and the rest of the package add up to enough to satisfy the currency markets. If they do there should be the incidental benefit to local authority finance of an early fall in interest rates. If they do not Mr Healey will have to eat all those familiar words about not taking two bites at the cherry and organize the orderly manning of the lifeboats.

No comment

The compensatory role of pre-school education: children from families with human difficulties.—Title of a Council of Europe working paper.

L.e.a. plans major changes to meet PM's challenge

by Mark Vaughan

Cuts for children at nine and 13 and an end to the creation of large comprehensives are part of a new policy approved this week by Lancashire education committee.

This long-term plan, designed to improve standards in the classroom and the quality of teachers, is a response to the Prime Minister's speech at Ruskin College, Oxford. It is the first such response by an education authority. The report was written by Mr Conrad Rainbow, the county's chief education officer, and has also been approved by the teachers' consultative committee.

Every 11 to 16 high school in the county is to be staffed and equipped for O level and CSE courses in English, maths, science, modern language, history and geography. The l.e.a. will expect all pupils in the county, whatever options they choose, to study English and maths to the age of 16. Heads of departments in secondary schools will have to have a minimum of five years' relevant teaching experience and the appropriate qualifications. Mr Rainbow said this week that this had not always been so in the past.

The testing of pupils by the county's teaching force is to be done in conjunction with the National Foundation for Educational Research and the Assessment of Performance Unit at the Department of Education. Mr Rainbow said the importance of introducing testing at nine and 13 was to identify deficiencies more accurately, so to apply remedies.

The problem is knowing how to marry resources, whether to put additional staff, where to allow in-service training, and you cannot respond to [illegible] you have the information. The advantage of countywide testing is that the authority will have more information on which to base its decisions. When money is scarce you need a much more detailed analysis."

While praising excellent work was being done in schools and colleges, the heads of over large schools, sensing the situation, particularly at sixth form level, said options of [illegible] were not without problems. Mr Rainbow says in the report: "I do not believe there has been a fall in standards. I do believe that standards must rise if we are to have any hope of finding solutions to our problems."

The "long debate on educational issues" had in some respects started to undermine the confidence of parents and teachers, and do "positive harm" to the pupils, he went on. "I regret that wide publicity has often been given to statements made by people who have little or no knowledge of what actually happens in our schools and who regrettably make no attempt to find out.

"Teachers have a difficult task and their work is not made easier when unsupported critical generalizations are hurled at them. Informed debate, as asked for by the Prime Minister, is a totally different matter and it is in that context I present this report".

Mr Rainbow says no 11-16 school should be larger than seven-form entry—that is, five years with 210 pupils in each, giving a total of 1,050. The only exception would be "special temporary circumstances" which would be specifically authorized by the education committee.

There were only a handful of comprehensives in Lancashire with school rolls of more than 1,000, he said. "If there is a rise in school numbers where a school already has 1,000 pupils, then we will build a new one rather than expand the old one. If you were starting from scratch, now, you would never build a large comprehensive again."

The report also includes a commitment to end all overcrowding of schools.

No 11-16 school will be allowed to develop A-level courses unless it is staffed, equipped and allowed by the authority to do so.

As well as its day and residential special schools for handicapped children, Lancashire is to introduce a policy of positive discrimination to help pupils who are inadequately catered for in normal schools. This will include language centres for immigrants, reading centres for disadvantaged children, remedial departments in schools and the use of peripatetic teachers.

Peter Boyce

Causes for student concern at the NUS conference in Blackpool. page 6.

Health and safety
John Tomlinson, the education representative on the Court Committee on the Child Health Services, analyses the committee's report which is published this week. page 5
Legislation to introduce safety committees and train safety officers for local authority institutions is not to be implemented for lack of money page 3

Opening education
The final report of the Vaudies Committee on continuing education page 3

Migrants
British opposition thwarts EEC policy on the education of migrant and immigrant children. Council of Europe discussion on pre-school migrant children page 5

Shop floor studies
Rotarians are helping sixth-formers to run their own mini-business, staking Christmas presents, as part of a scheme to increase understanding of industry page 8

Back to basics
At a packed meeting in East Grinstead parents demand more teaching in basic skills and less of "the knickerbocker glory curriculum". page 4

Galleries
Holiday activities for children at museums and galleries—art, pleasure, port, programmes. Regional review by Carolyn O'Grady page 24

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THE TIMES EDUCATIONAL SUPPLEMENT
New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234

The Campbells are coming

It is now clear that a key issue in the devolution debate is going to be the implications of a separate Scottish legislative assembly for the Parliament at Westminster. Education is one of the topics which bring this to the forefront of the argument. The Scots have their own education system and would make laws on educational matters in the Scottish Assembly at Edinburgh. MPs at Westminster would have no part in this: English and Welsh members would have no vote on Scottish education legislation. When it comes to Welsh and English education, however, this would be subject to the legislative authority of the Westminster Parliament, where Scottish members would vote in the ordinary way.

This is an obvious anomaly—made all the greater by the existing constituency boundaries which already favour Scotland with 25 per cent more seats than strict numerical fairness would justify. The Labour Party has been the main beneficiary of the over-representation of Scotland up till now.

If only English and Welsh members had been eligible to vote, the Government would certainly not have been able to get their comprehensive school Bill through without making concessions to minority parties. Nor, given the proposed powers of the Scottish Assembly, is there any respectable reason why they should expect to do so.

Various ways of removing this defect have been suggested. The Government has accepted none of them so far. Last week's White Paper rules out the creation of an elected English Assembly parallel to that of the Scots. The Kilbrandon report proposed a reduction in Scotland's ration of MPs at Westminster, but only to establish Scottish constituencies of the same population as the English. Another possibility would be for the Scots to give up their Westminster voting rights on legislation on topics corresponding to those reserved for the Scottish Assembly, or for the Westminster Parliament to be convened separately with only Welsh and English members attending on these occasions.

There are snags attached to all of these, and the Royal Commission on the Constitution concluded that all MPs "must have the same rights of participation in the business of the House of Commons". But this is going to be a difficult notion to sell to the English: it somehow assumes that this constitutional anomaly will quietly resolve itself, and this does not seem in the least bit likely.

As all the main parties strive to bring educational questions, and particular questions about the content of education and the aims of the schools, back into the arena of public debate, public opinion in England is going to be less and less likely to accept the Scots as arbiters. And not because of any hostility to Scotland which still (and probably wrongly) enjoys a reputation south of the border for the superior quality of its education system, but because it offends against common sense and basic principles of democracy.

No case for direction

Britain's refusal (page 5) to accept the EEC's draft directive on the education of migrant children—even in its present watered down form—is sensible. It would be the height of cynicism simply to agree to it when there is no possibility of implementing it.

The directive, drafted by the Commission, has been in the pipeline for some time. It reflects the concerns of member countries not only for migrant workers from outside the EEC living in their midst but, particularly in Italy's case, for their own nationals living in other member countries. The policy on which the directive is based was largely formed before the Community was enlarged. It was, therefore, preoccupied with the whole range of issues raised by a mobile labour force of people who might choose or, indeed, might be made to return to their home countries.

The arrival of Britain in the Community and its belated participation in the discussion of policy towards migrant and immigrant people has changed the premises on which the policy was built. The policy needs now to be fundamentally altered to take account of the much more complex range of conditions created by the presence of permanently resident immigrant populations, many of them with full citizenship rights and many speaking English.

The discussions both within the Commission and in the wider Council of Europe (back page) have so far largely ignored the complex issues of race, of giving some genuine meaning to full citizenship and of developing a cohesive society which gives value to ethnic diversity.

That said, the inappropriateness of the policy should not be taken as grounds for ignoring the matter altogether. The Government must give what help and encouragement it can to the development of local schemes and national attitudes which will assist in producing more genuinely tolerant and equitable treatment for migrant and immigrant people.

These communities already do a great deal on their own account to safeguard their children's cultural and linguistic identity. Small amounts of help and encouragement—lending premises, reprographic services, running in-service courses—could be of great assistance and could, perhaps, avoid the insidious undermining of self respect which can accompany misguided attempts to provide for people what others think they ought to have. A greater appreciation of other cultures, languages and ways in all educational institutions, progress need not wait for better economic times.

Coach and horses

On page 18 of this issue our film ... be kept offstage—is not lightly to ...

... has not been ... on the screen many times already in films passed by the censor and widely shown without protest; the essential difference is that here (at least in some scenes) the intercourse is ... simulated". Mr Wood concluded, with perhaps some of the hyperbole of which film critics are given, that this film "would be banned only in a thoroughly sick society, both repressive and repressed".

It would be a major step, however, to break the well-established convention about obscenity which disallows the public presentation of sexual intercourse on stage or screen. The notion of obscenity—..., that some things should ...

... why should it be thought repressive or sick to believe that some privacy, not least for actors, should still be preserved in sexual relations?

Of course, it can be said that these conventions are culturally determined; that the Greeks' idea of obscenity was quite different from ours; that times and mores change, and what is at issue is not morality but patterns of cultural expectation. But that is only to underline the fact that we have some choice about the kind of cultural environment we create. It is not predetermined, and if we don't want to live with the commercialized consequences of driving a coach and horses through the present conventions, we do not have to.

Equals in inequality

A. H. Halsey

If you accept the dominant definition of current British miseries—that we vie with Italy for first place in the inevitable collapse of capitalism and that we are being broken by our incapacity to produce enough to satisfy our consumer demands—you will be tempted to dismiss these two books as irrelevant.

If you take the alternative view that we are leading a new phase of the search for democracy beyond the polling booth the two books add to the tradition of thought in which you stand.

In fact, they are relevant to both views, for inequality is a simplifying word for the complex social structure of production and consumption. Other words like poverty, disadvantage and deprivation refer to the terms on which we enter the families, schools, labour markets and social service bureaucracies which make up the system of production and distribution.

From the beginning of industrialization reform has constituted challenges to the inevitability of poverty, the fatalism of deprivation and the desirability of inequality and disadvantage. Much ink has been spilt on these matters, some of it social-scientific.

Here are two further contributions, and, to start at the end for the besieged librarian and the impecunious book-buyer, their value is high and their prices relatively low. I have enjoyed both for their resolute attack on large problems (albeit in small print and in one case on indifferent paper).

Their origin lies with Sir Keith Joseph (and we must come back to him) who announced a theory of transmitted poverty in 1972 and, as Secretary of State for the Social Services, encouraged a Department of Health and Social Security-Social Science Research Council joint working party to explore it.

Professor Rutter and Miss Madge were commissioned to find out what we know and, by an enlargement of their brief, have given us an accurate and detailed map of the larger territories of disadvantage, deprivation and poverty in which the theory always had a dubious place. As mapmakers, they have found a great deal of terra incognita and their conclusions are essentially a comprehensive guide to the best methods of extending the area of knowledge.

Mr Berthoud, working more privately in Political and Economic Planning (which has a long record of contributions to the discussion of social policy), has gone further with a clear head to offer his own interpretation of the current state of affairs in Britain and has chanced his arm in the direction of "what is to be done".

There is a preliminary point to be made about what these books are not. When I first saw Berthoud's title, *The Disadvantages of Inequality*, I thought momentarily that someone had anticipated and replied to the book which I expect to appear any day now from some modern liberal or conservative arguing for the desirability, as well as acknowledging the fact, of present social inequality.

Mr Healey is beset with this problem in the familiar context of the Chancellor who is bound to be impressed by the need to maintain differential rewards for those employed as against those who are unemployed. He, like Mr Berthoud and most of us, sees the poverty trap initially in these terms.

But Mr Berthoud also reminds us that "as a society we expect that it is inevitable, necessary and even desirable that some people should have more than others" for reasons which include but are not confined to reward for effort.

Neither of these books, however, tackles the political-cum-moral debate in all its complexity. Neither book tells us what are the advantages and disadvantages of equality. They both start from the, admittedly widespread, assumption that the particular forms of inequality we now have are too great and they turn first to describing and then to explaining the causes.

Rutter and Madge review the distribution of income, wealth, housing, measured intelligence, occupational status, crime, psychiatric disorder and ethnicity. They document our knowledge of the correlations and relations between these expressions of inequality, disadvantage and deprivation and caution us at every point about the absence of conclusive knowledge.

Their survey is up to date and highly authoritative in those areas, such as intellectual performance, scholastic attainment and psychiatric disorder in which Professor Rutter is himself a distinguished researcher. It is less convincing in the more economic and sociological areas of income, wealth, housing and mobility.

Unfortunately, only the first volume of the continuing work of the Diamond Commission on Income and Wealth was available to them and they have not taken full advantage of the results of the Nuffield study of the 1972 population with its wealth of new findings on the correlates of mobility. They went to press before the furore generated by Neville Bennett over progressive methods and before the accusations against Professor Burt's research were publicized in the British press.

Nevertheless, I doubt if they would have changed their formulation in either case. On teaching styles they say that "the distinction between so-called traditional and progressive methods of teaching seems of rather minor importance. Each suits some children and not others."

On the IQ controversy they point out that Jensen, following Burt, has argued that approximately 80 per cent of the variance in measured intelligence is due to genetic factors while others have put the estimate rather lower at 50 to 70 per cent.

And they assert, perfectly properly, that such calculations are open to serious misinterpretation for the simple reason that the figure cannot be regarded as independent of environmental variation.

In discussing regression they remark that most reviews put particular reliance on the results of Burt, who claimed that the average regression is usually half-way between the parental IQ and the population mean of 100 and they say: "Unfortunately, there are so many errors and inconsistencies in his data that no reliance can be placed on them."

In the end, we are left with a picture of many social circumstances and psychological variables with low correlations and ill-understood causative links to a formidably unequal outcome of material inequality.

A thread runs through it all going back to its Josephian origin: intergenerational continuities are explored and cycles found with respect to capital, income, occupation, status, crime and so on.

None the less the theory eventually fails. They arrive, paying attention to our documented ignorance, at the sound conclusion that "children raised in the most deprived able circumstances not infrequently develop into normal adults. Unfortunately, very little is known on this topic and research into the factors which facilitate a break from cycles of disadvantage should receive a high priority."

Berthoud sets out an admirably clear summary of the theory of privation and the alternative "materialist" and "cultural" theses which underlie it with reference to Sir Keith Joseph. Later he turns explicitly to this modern Tory version of generational continuity in denial of the relevance of the deprivation cycles.

"It is", Sir Keith argued, "because the children to whom I was referring are born to unmarried single-parent teenage ... NOT, NOT, because they are in socio-economic classes 4 and 5 that the children are at such risk of becoming tragedies in themselves and to society".

But Berthoud's argument is that although illegitimate children often be less happy than other members of their class of origin, "children in the lower classes are not only more likely to be illegitimate but much more likely to suffer the consequence. It IS, IS, because they are in socio-economic classes 4 and 5 that the tragedies occur. Both original risk and the consequent r... are greater".

At one level Berthoud's analysis of the facts is simple: the two devils of deprivation are age and low occupational status. Both categories contain high concentrations of misfortune and social handicap. What is more, and more subtly alarming, is his demonstration of the theory that one damaging thing leads to another—multiple deprivation also concentrates in these two groups.

Too simple? Yes, but Berthoud knows that. He is aware of what Rutter and Madge document, that many other social characteristics such as singleness, northernness, black faces and inner-city dwelling also correlate to some greater or less degree with deprivation and each other.

It is here that he expounds the most valuable conceptual point essential to good theory and adequate policy—that deprivation is best thought of as a social structure of probabilities and not as a characteristic of definable and separate social groups.

Cycles of Disadvantage: A Review of Research. Michael Rutter and Nicola Madge. Heinemann 1976 £6.5... 435 82851 7. £2.50. 435 82852 5.
The Disadvantages of Inequality: A Study of Social Deprivation. Richard Berthoud. Macdonald and Jane's. £4.95. 354 04047 2.

A. H. Halsey is director of the department of social and administrative studies, Nuffield College, Oxford.

Letter to the Editor

Off-target in tilt at new music

Sir,—Geoffrey Brace's article attacking the new music in schools movement read more like the kind of letter signed by DISGUSTED, rather than like reasoned criticism of a new approach to school music such as one might expect from someone of Mr Brace's wide experience. It was therefore tempting to disregard it. But the Schools Council Music Project was one of the targets aimed at by Mr Brace, and as I am chairman of the consultative committee of that project, I feel I must reply.

Clearly Mr Brace knows less about the project than I do, and it would be a pity if his ignorance caused a smear to attach itself to those musicians and schools who are successfully working with John Paynter, and with the small team at York, to widen the scope of music in schools in ways which are both imaginative and intellectually respectable.

There is always of course a danger that, in the hands of some unthinking and over enthusiastic teachers (and this happens with maths and modern languages as well as with music), a new approach will be seen as an excuse to serve up nothing but filleted food—a structureless hash. But just because the old structures are often intentionally played down by innovators, there is no need to conclude that the newer offering does not have a new structure to support it. In fact the new structure is essential. Nor does it mean, as Mr Brace seems to think, that the old ones are totally disregarded or derided.

The great bulk of the work being developed by the project (which still has two years to run) will not only open up new musical delights to children previously denied them but will no doubt lead many eventually to embrace traditional forms of music, who previously might have been repelled from these at an early stage.

HARRY REE,
Schools Council Music Project,
York University.

More letters . . . pages 1?

Curb on poly power?

The unique autonomy of the five London polytechnics may be curbed. Senior officers of the Inner London Education Authority have embarked on a review of the whole block grant system on which it is based.

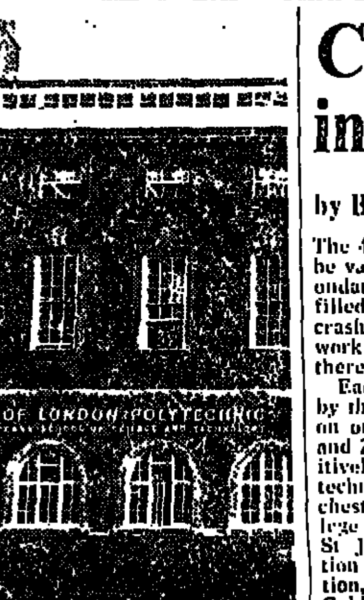
The polytechnics are the Central London, City, North London, South Bank and Thames. They are not run by local authorities as are the rest of the country's polytechnics. Because they were set up in 1966 by mergers involving charitable foundations, they have independent corporate status, although the ILEA provides all but a small fraction of their funds in return for minority representation on the governing bodies.

The polytechnics are free to make their own policies and pay for them out of the block grant they get from the ILEA. It is this that is now being looked at. An alternative is cash being earmarked for specific programmes approved in detail by the authority.

Up to now, the ILEA has only once intervened directly in the affairs of a polytechnic, when in 1974 it forced changes on the Polytechnic of North London management in order to end student and staff unrest.

But this week a new dispute between the polys and the authority gave added urgency to the ILEA's review. Four of the polys have rejected the authority's directive to cut admissions of overseas students. The only one which has agreed to implement them is Thames, although PNL has said it may examine its provision for students from abroad more closely.

In each case it is the governors who have decided to defy the authority, with or without the support of the polytechnic's chief administrator. Dr Arthur Suddaby, provost of Central London, is vehemently opposed to his governors' stand. He said he feared their defiance would lead to a confrontation.



City of London: one of the five.

New council demanded for adult learners

A national council for adult and continuing education with as much money to spend each year as a major university is called for in a report out today.

The Committee on Continuing Education, under the chairmanship of Sir Peter Venables, was set up 18 months ago by the Open University. Besides the national council it wants:

- A national advisory service to publicize educational opportunities for adults.
- Paid educational leave for employees.
- Low fees for adult students, even lower for "those who have been given less by the educational system so far".
- Opportunity for part-time students to make use of laboratories in their neighbourhood.
- University and college libraries to be more available to the public.

The committee is not in favour of teaching 16 and 17-year-olds from a distance on Open University lines, nor for an "Open College" similar to the Open University but providing below degree level courses.

It suggests the Open University should provide "adult concern" GCE courses, concentrate on training teachers rather than learners, provide learning packages for other institutions and increase its collaboration with existing bodies in Wales, Scotland and Northern Ireland.

Only an informed and influential body, to be called the National Council for Adult and Continuing Education, can achieve coherence among the host of institutions contributing to the subject, the report says. Starting with £100,000 in 1978, it should have annual funds of £30m by 1984. About £6m will be needed for capital development. It should allocate grants only to applicants who accept some control over the content of their courses.

Pointing out that paid leave for educational purposes is likely to be introduced soon in several European countries, the committee calls on the Government to fulfil its undertaking to the convention adopted by the International Labour Organization in 1974, and encourage industry to bring in paid leave for study.

The committee believes the Open University must establish a Continuing Education Division which would expect to receive about £2m a year from the national council.

It should develop adult concern courses on such topics as taxation, local government, and the problems of the individual in society.

The committee believes that, instead of teaching skills such as basic numeracy or literacy, the Open University would do better teaching the teachers. It is particularly keen for the Open University to run a course in mathematics.

L.e.a.s and Government attacked by unions in row over safety cut

by Mark Vaughan

The Government's decision to postpone "indefinitely" regulations introducing safety representatives and safety committees has been criticized by teachers' and other unions as well as by schools and colleges.

All have shown increasing concern for health and safety in educational premises and are annoyed that l.e.a.s will not now be obliged to put the regulations into force.

The Government's decision was taken in response to pressure from the local authority associations, who originally said the initial cost to local government could be as high as £80m.

This week the National Union of Teachers described the costings as "nonsense" and the National Association of Schoolmasters/Union of Women Teachers said the £80m was "an arrant absurdity". The Health and Safety Commission, set up by the Government under the Health and Safety at Work Act, said the "credibility of the commission will be undermined".

The commission, whose membership is drawn from employer and trade union interests as well as from local authorities, has unanimously recommended that in all places of work, unions should elect safety representatives, monitor safety practices, and work with management to avoid accidents.

The initial cost to local government, it estimated, would only be £4.5m of which £1.5m would be for educational buildings, most of that being spent on secondary schools and colleges.

During the rate support grant negotiations the Association of County Councils and the Association of Metropolitan Authorities argued the cost of £80m on the basis of every union in a local authority building appointing a representative, with an average of four to a building. On the assumption that there are 40,000 local government establishments in England and Wales, they reckoned the four representatives would each have four days off a year for training. And they would have to be covered.

When the unions assured the associations that they would not insist on more than two representatives from each building, the £80m was halved to £40m by the local authorities. But this, they said, excluded management costs and any subsequent building costs. The ACC and the AMA are sticking to this figure.

The National Association of Teachers in Further and Higher Education has expressed "total opposition" to the Government's decision. The local authorities' calculations, it said, had been made on "very spurious assumptions". In turn, these had produced "inordinately high estimates of the costs".

"To enact such legislation but refuse to implement these regulations renders an important part of the Act worthless."

The ACC and the AMA said this week that they completely agreed with the legislation in principle. However, the authorities could not afford it at present. One officer admitted that there was "an element of the calculations being done on the back of an envelope".

Mr Dick Boland, action officer of the National Union of Teachers, said the Act would make a strong contribution towards the health and safety of children and teachers in schools. "I think the local authority costings are nonsense."

Because the Government made its decision part of the rate support grant settlement for 1977/78, said the TUC, there was little chance of the regulations covering safety representatives and safety committees being implemented before April 1978 at the earliest.

Mr Fred Smithers, deputy general secretary (education) of the NAS/UWT said the regulations had suffered from being the subject of "three or four hurried meetings between the local authorities and the unions held in rapid succession during October".

This week the Health and Safety Commission said that of a working population of 25 million affected by the new Act, only three million were local authority employers. Like the trade unions, it is incensed.

Stalemate in pay talks

Teachers and employers came no nearer agreement this week on the controversial issue of annual increments. Monday's meeting of the Burnham Committee, which negotiates teachers' pay rises, decided to leave it to the chief spokesman of the two sides to see if there was any validity in the Government's claim that the cost of increments had to be deducted from any award made for salary increases.

Mr Fred Jarvis, from the National Union of Teachers, and Mr Brian Russbridge, from the Local Authorities' Conditions of Service Advisory Board, were instructed to try to reach agreement on the validity of the calculations submitted by the Department of Education.

The Department claims that annual increments are no longer self-financing and that they could cost up to £18m. The teachers dispute the figures and the calculations. Their claim is for the maximum allowable under the present pay policy; a 5 per cent rise for those teachers earning less than £4,000 a year and £4 a week for those above.

The cost of the claim is about £100m. Local authorities are anxious that the alleged £18m of increments is not added to the salary bill.

The National Association of Schoolmasters/Union of Women Teachers argues that the full claim should be met and teachers should get their rise next April. There should then be talks about the increments which are payable in September.

Colleges eager to join in retraining programme

by Bert Lodge

The 450 handicraft posts believed to be vacant in English and Welsh secondary schools this year will be filled by 1979 if the Government's crash programme to retrain out-of-work teachers succeeds. Last year there were 766 handicraft vacancies.

Each of the 10 institutions invited by the Government last week to put on one-year courses for between 15 and 25 students have responded positively. They are: Newcastle Polytechnic; De La Salle College, Manchester; Crewe and Alsager College of Education; Ripon and York St John College of Higher Education; Eaton Hall College of Education, Retford; Bristol Polytechnic; Goldsmiths' College; Middlesex Polytechnic; Shoreditch College at Egham, and Gwent College of Higher Education, Newport.

Some have already written to neighbouring local education authorities on the lines suggested by the Department of Education and Science. These are that l.e.a.s be asked whether they will second serving teachers or offer discretionary grants to applicants not qualifying for mandatory awards, and to ensure there will be a job waiting for every teacher who successfully completes the course.

The DES has told directors of the institutions concerned that it does not expect the authorities to be able to second many serving teachers and that most of the recruits will come from the newly qualified unemployed. For these teachers mandatory awards will be available.

The Department has also suggested l.e.a.s may like to sit in when colleges are selecting candidates with a view to making an advance offer of a post to any not already in their service.

The choice of institutions for the retraining programme has been governed by the pattern of regional shortages, says the DES. At the same time, for one or two colleges whose future was uncertain because of the Department's declared intention to close a further 30 institutions, their selection is being interpreted as, at least, an encouraging sign.

A factor influencing selection must be that some of the 10 institutions are already running the sort of courses that are proposed. Ripon and York St John, Crewe and Alsager, Eaton Hall, De La Salle and Shoreditch run one-year handicraft courses, in some cases for entrants from industry, in others for serving teachers transferring to the subject.

A similar scheme to retrain qualified teachers in mathematics, and possibly physics and chemistry, is still being considered by the DES and the Welsh Education Office.

Publishers' appeal fails

Mr Richard Handyside, publisher of *The Little Red Schoolbook*, has lost his case against the British Government in the European Court of Human Rights. Mr Handyside claimed that the United Kingdom violated his right to freedom of expression and his right to peaceful enjoyment of his possessions.

The schoolbook was successfully prosecuted in Britain five years ago under the Obscene Publications Act. It contained sections on education and teaching; about a tenth of it was about sexual matters.

The European Court said the English judges had been entitled to think that at the relevant time the book would have "pernicious effects" on the morals of many of its young readers.

The day the Great Debate came to angry East Grinstead

BOB DOE reports on opinions from the grassroots

The Great Debate on education, heralded by the Prime Minister's Ruskin College speech, got off to a cracking good start last week in—of all places—East Grinstead.

As a result of the personal and speedy initiative of a *local county councillor*, nearly 400 parents and teachers packed a school hall for the first of many such meetings. Unlike the conferences of established interests the Department of Education is to hold next year, this night belonged to the grass roots who made it quite clear that, as far as they were concerned, all is not well in schools.

Various pressure groups were represented but the meeting was not *prepared to be railroaded by anyone. The teachers' unions were not even mentioned and the majority of parents who spoke were in no doubt that whatever the research or the panel of nine experts said, schools could do better for their children.*

The panel featured the heads of a local primary and secondary schools. The primary head only managed to speak once, though none of the panel were allowed to say much. Right at the start one father told them: "I hope the experts have come to listen and learn and not to dominate the proceedings." The secondary head spoke more often, quoting in detail from official reports and from the TES—not that that impressed anybody.

On the platform was that most genial of all chief education officers, Mr Roy Potter from West Sussex, whose protestations that all the objective evidence pointed to a rise in standards fared no better. The team was completed by the deputy *chief constable, a mature student* teacher, a university lecturer and a local parent, who in the eyes of this home crowd probably acquitted himself best.

Billed to appear was a personnel officer who was supposed to represent both industry and women, but in the event she did not turn up. Perhaps she should be relieved. The rest were variously accused of hypocrisy and complacency, and even [illegible] heckle occasionally. The explosive proceedings were skilfully defused by the management of the chairman, Lord Wolfenden, a former public school headmaster and former chairman of the University Grants Committee and a government committee on homosexuality and prostitution.

"The curriculum is a real knickerbocker glory", said the first questioner. Was enough time given to English and mathematics?

"I am not used to public speaking so I have written down what I want to say", he said. Children were failing to reach traditional standards in these two subjects. Insufficient time was given to them and he thought modern teaching methods might be at fault. Project research was often *no more than copying* from encyclopaedias. The free and easy atmosphere in schools did not help either.

"Let the teacher teach and the pupil listen", he said. More time should be given to spelling, sentence and paragraph construction. "There is still room for good old mental arithmetic."

There was a question from a parent who was also a teacher. The curriculum should be chosen by the teacher but the school should be *chosen by the parent.* If people were intelligent enough to decide whether Britain entered the common market, surely they were intelligent enough to choose schools?

Comprehensive schools came in for criticism. One parent said they *had been sold* ten years ago on the grounds that their size meant a wider range of subjects. But three out of his four children had not been able to do the subjects they wanted. He wanted comprehensives reduced to a more human scale, even at the expense of subject choice.

Another speaker wanted comprehensives to provide more top engineers. "Teachers in comprehensive schools are failing to persuade people to take up maths and science. Teachers of quality in *these subjects are not coming into* comprehensive schools because they are specialists and are expected to teach things outside their field in comprehensives." The public schools turned out a far higher proportion of children with maths and science A levels.

Dr Dick West from the University of Sussex said many CSE and GCE science syllabuses were too academic and unrelated to the real world. "One reason why young people are moving away from science is that they see in history, geography, English and social studies the chance to discuss things that are real to them."

The first of the pressure groups made *its presence felt when* a woman identifying herself as chairman of Friends of the Educational Voucher Experiment (FEVER) got up and said she was horrified by the panel's complacency. She had been shown a child's book full of completely illegible writing except for the teacher's comments at the bottom of every page saying "very good", "keep this up".

"There is absolutely no damned choice of school in this area", she *said.* "Hear, hear", chorused the steward. "We would not have to have this kind of discussion if people were allowed to move children around to the schools of their choice", she went on.

Next came the principal of the *Effective Education Institute, Mrs Judy Guy. Her arrival* at the microphone was heralded by shouts of "Scientologist", slow handclapping, people walking out and some sympathetic applause from one corner.

She managed to say she represented a group of parents and teachers concerned about standards before she was drowned out. Then Lord Wolfenden intervened with "I suggest we give this lady two more *minutes*".

Not everyone was dissatisfied with teachers. One parent said: "I for one accept that teachers have a job to do and have enough confidence in the existing system."

But most spoke with less confidence in teachers. "Why do they work a shorter working day than anyone else? Why last Friday were thousands of kids sent home because teachers wanted the day off to do their Christmas shopping?" Laughter greeted this reference to the teachers' protest against education cuts.

Mr Potter said there was no evidence of falling standards but this was met with utter disbelief. "What newspapers do you read? What TV channel do you watch? Who are your neighbours?" asked the exasperated knickerbocker curriculum man.

Mr Mallinson, the local comprehensive head, was clearly shocked by the violence of many parents' feelings. "I shall be leaving this meeting a very worried man and some of you might think I should be." He protested that nothing the schools did was ever seen in anything but a jaundiced light. It had been pointed out that examination *passes had risen considerably* but parents had just replied that standards had gone down.

It was no good blaming Britain's industrial decline only on schools. In Germany 80 per cent of the new entrants to industry went on to training courses whereas in this country the figure was 20 per cent.

Eventually Lord Wolfenden brought the meeting to a close by reading out the final question: "What can we expect in the way of real results from the Great Education Debate?"

Some of the 600 Essex schoolchildren who joined in the pre-recording of the BBC-1 Christmas morning programme "Sing Noel" in Thaxted parish church.

NAS worried over standards

The National Association of Schoolmasters-Union of Women Teachers said this week that there was "cause for anxiety" over academic standards in schools.

The union is also worried about the importance which schools attach to parts of the curriculum which relate to the world of work. In a statement it said: "By almost universal consent the academic standards *of the schools are not high* enough to meet the needs of the last quarter of the twentieth century and remedial measures must be taken immediately."

The debate about standards was bound to be unsatisfactory. There was a lack of objective evidence. The union hoped the Assessment of Performance Unit would "press vigorously ahead" with its plans to produce tests which would monitor performance without having an undesirable backlash effect on schools.

Homerton link

Homerton College is to become an "associated society" of Cambridge University, offering a new education tripos instead of the BEd, the university's Regent House voted last week. Negotiations with the university have been going on since 1973.

Miss Alison Shrubsole, Homerton's principal, said that under the new degree students would spend the first two years at Homerton studying education and their main teaching subject.

They would spend the second two years as *members of* the university.

"The degree has a greatly increased emphasis on professional preparation for teaching", said Miss Shrubsole. Final teaching practice would be in the fourth year.

The new tripos would also be taken by *undergraduates* of the university who had read a tripos other than education for two years. They would do the second part of the education tripos gaining a BA instead of the BEd(Hons) which would be awarded to Homerton students.

PERSONAL COLUMN

John Rae

Let's remember Rushmore

When we had money, Christmas meant gifts. When we had standards, the end of term included prizes. Nostalgia for these times past encourages me to announce the following awards for educational achievement in 1976.

In case there should be any misunderstanding, I must explain that while the rest of the awards are made in that spirit of sluggish irony that is the best I can manage at this stage of term, the first—and only major—award is made in a spirit of genuine appreciation.

[illegible] impression [illegible] mind. The headteacher and her staff have triumphantly overcome disadvantages that would have destroyed the morale of most of us: a decaying inner city environment whose ugliness is only enhanced by the new blocks of flats; a 1908 school building; 75 per cent immigrant children for many of whom English is not even the language used at home.

The school is happy, businesslike and successful. The children learn to read and write in ita and transfer to traditional orthography without difficulty before they move on at 7-plus. "Remember Rushmore" will be a useful rallying cry for us all when we feel the full impact of the national attack on education in 1977.

Minor awards were won as follows: The Better *Late than Never* award goes to the *New Statesman*, the first left-wing journal to admit that there are serious flaws in the education system. Its leader on October 22 declared: "The freedom of individual schools to experiment with new ideas and new techniques is one of the glories of British education. But that freedom must not be indulged to the extent of denying children their birthright: the ability to read, write and speak their own language, the [illegible] permeate the world in which they live. These are skills in which too many school leavers are still deplorably deficient."

The Special Prize for Bigotry in Education was hotly contested, not least by the present Government, whose entry "Destruction of the Direct Grant" was widely praised by the judges. The eventual winner, however, was the government of Czechoslovakia who extended political persecution to the children of revisionists. "As a rule", it was reported in *The Times*, "children of expelled party members are not allowed to enter higher educational institutions. For the academic year soon to begin the policy has been carried out even more rigorously than in 1975, and many well quali- [illegible]

The "If-You-Believe-That-You'll-Believe-Anything" award goes to Mr Maurice Peston for his comment, "If only the economy were as efficient as the education system, and our firms as good as our schools, all would be well."

The Plague on Both Your Houses award is won by the anonymous author of Duckworth's catalogue of forthcoming books in which this description of a book called *Grammers* appears. (It is too good to cut.)

"With the collapse of state education—the grammar schools (looked up to by the aspiring middle classes, looked down on by the public schools, who now defend them in order to justify their own independence) having been transmogrified into a trendy mishmash of the comprehensives—this guide to tutorial colleges is designed to help parents who cannot endure or afford the large scale snobbery of the private system (with its paraphernalia of chapels and dormitories, its tedious speech days, its absurd emphasis on games, often by those who aren't very good at them, and its shameful inability to provide a proper classical education) but who nevertheless are fortunate enough to have some money to spend on their children's education and hope that, between the failed cant of the Left and the failing hypocrisy of the Right, they will grow up with the minimum of [illegible] reasonably happy human beings who can at least read and write."

The Road to Hell Prize for Good Intentions goes to Miss Margaret Maden for her article in *The Times* on January 28 which included such assurances as: "The good mixed ability class can extend the pupil to his or her fullest potential in a way in which a so called homogeneous or streamed class rarely does."

The Special Prize for Cant is awarded to the senior Anglican clergyman who resigned from the governing body of a direct grant school going independent on the ground that "the church must be on the side of the underprivileged".

The Hysteria '76 Medal goes to Mr Robert Cook, general secretary of the National Association of Labour Teachers who greeted Mr Callaghan's Ruskin *speech* with this warning: "I was teaching in Nazi Germany in the thirties and saw what happened where the curriculum was nationally controlled".

The title Platitude of the Year is awarded to Lord Ritchie-Calder for this *statement* in the Lords debate on July 14: "I think—and I say this very strongly—we have the finest younger generation that we have ever had in this country or that exists in any country, and I *mean* that very sincerely." Runner-up for the If-You-Believe-That-You'll-Believe-Anything Award.)

But enough of these frivolities. Christmas is coming and I send seasonal greetings to all readers of *this column*, asking forgiveness for its inadequacies and pledging myself to do better in the New Year.

My Christmas message comes in the words of the Kenyan Minister for Social Services, who told a Universal Children's Day Rally in Nairobi: "Children in the developed countries have abandoned certain values of life without which a nation cannot survive. We should discourage such foreign influences and instead teach values of life to our children so that we can be assured of a lasting, healthy nation." Not a bad thought for the New Year, either.

NUT backs stand against EEC ruling on migrants

British teachers and local authorities gave their backing this week to the Government in opposing a draft *directive from the European* Commission on the schooling of migrants' children.

The directive would make all member states ensure that the children of migrants were taught the language of the host country, and that immigrant languages and cultures were promoted. But the proposal ran into stiff British and German opposition at a meeting of EEC ministers responsible for social and educational affairs in Brussels last week.

After the meeting Miss Margaret Jackson, a junior education minister, described the commission's directive as "trampling with heavy boots over hallowed ground". She hoped it would be scrapped.

The British are hoping that the draft directive can be remoulded at committee level over the next few months into an acceptable form before it next comes before the Council of Ministers. Britain's difficulties have less to do with the social and educational merits *of the commission's* proposals than with the fact that they appear to conflict with the principle of the autonomy of local education authorities to determine curricula.

As Miss Jackson explained at last week's meeting, in practice all immigrant children in Britain were given schooling in English. But the central government could not constitutionally accept an obligation to ensure *that this was done because it had* no power to dictate curricula to local authorities.

Britain is also dubious about the second part of the commission's directive, which requires member states to "promote" the teaching of the mother tongue and culture of migrant children. In its original form, the directive was much more precise, requesting member states to include instruction in the child's original language and culture in the normal school curriculum throughout the duration of full-time compulsory education. Instruction had also to be given in the history, geography, society, art and literature of the country of origin.

Few member states were prepared to accept so precise a commitment, and the directive was steadily watered down. As it now stands, the obligation to "promote" immigrant languages and cultures would be limited to the children of migrants from other EEC member *states. Some states would, however,* like to include children from outside the EEC. Britain says it cannot accept this, particularly because the statement appears to put, say, Turkish or Italian workers temporarily living in Germany on the same footing as Pakistan and Indian immigrants in Britain who intend to become permanent settlers and may even have acquired British citizenship.

Miss Jackson told the Council of Ministers that unofficial estimates of the cost of providing the kind of facilities the commission had in mind came to as much as £50m a year. She pointed out that it was not untypical for as many as a dozen or more *immigrant languages* and cultures to be represented in British schools.

A spokesman said this week that the National Union of Teachers was opposed to the directive on several grounds. It was glad the Government had taken its advice: "All children should be treated according to their needs, irrespective of their origin. Special provision would create educational apartheid in the school and would encourage the development of curricular ghettos."

Schools had the right to determine their own curricula anyway. The NUT could not accept an EEC directive that laid down what should be taught. At a time of educational cutbacks the directive was impractical. *More research on the needs* and problems of immigrants was necessary.

Both the Association of Metropolitan Authorities and the Association of County Councils regard the directive as inappropriate to Britain's immigrants, who mostly come to stay. Schools should concentrate on helping them to learn English and to adapt to life in Britain, they say. Mr Gordon Cunningham, ACC *education officer, thought that there* was little demand for mother tongue teaching.

But Ms Usha Prashar, assistant director of the Runnymede Trust, said this was not true. A recent survey by Dr Verity Khan showed that a "startling" number of minority group children had lessons outside school hours to keep up their mother tongue.

American and European research also showed that children who were literate in their mother tongue found it much easier to cope with a second language. This research had not seen the light of day in Britain. Decisions were being taken without proper information.

Ms Prashar said the DES had concentrated on the practical difficulties of mother tongue teaching and had effectively stifled debate. It had not bothered to consult ethnic minorities, for example.

The Community Relations Commission, the only organization consulted *by the Government to come* out in favour of the directive, says that language is an integral part of culture and religion. For the education service to carry out its responsibilities in a plural society, the languages of minority groups could not be left to haphazard support, it argues.

The teaching of migrants in their mother tongue was also an issue at a Council of Europe symposium on the integration of migrant children into pre-school education (see page 40), held in Berlin last week. The symposium adopted 15 recommendations but could not agree on teaching in the mother tongue.

Nevertheless, it agreed eventually to recommend that children should be assured of pre-school education in the mother tongue gradually developing to bilingualism.

Other recommendations dealt with improving pre-school and infant teaching, particularly by in-service training; closer supervision of "day mothers" who should, if possible, be of the same national origin as the children; bringing in teachers from the countries of origin; closer contact with parents, local communities and countries of *origin*; time for teachers to foster such contacts; reduction of classes to 20 when migrant children were in the majority; the use of foreign language students from the home countries to help in the host's schools as auxiliaries.

Above all the delegates were happy to recommend that more research be undertaken, particularly into the effects upon children's development of teaching them a *second language before they had* a sound grasp of their first.

Tragedy of the 20,000 jobless

The human tragedy of newly qualified teachers who cannot find jobs in schools is analysed today in a survey from the National Union of Teachers.

Replies from 759 teachers who were still without jobs in September reveal the problems they face. The NUT estimates that there are 20,000 teachers seeking work; some of them have been looking for two years. The survey shows that it is hardest to *find a job in the North* West, Yorkshire, Humberside, the *West* Midlands, London and the South East.

Most of the replies were from teachers trained to work in primary and middle schools; only 15 per cent were secondary trained. And, surprisingly, in view of announcements of a shortage of mathematics and science teachers, 13.2 per cent were trained in those subjects.

Most of the teachers were prepared to move around the country to find work: 16 per cent had applied to only one area, 18 per cent to two or three, and 66 per cent to four or more. The survey comments: "There is a strong indication *that applicants* are in general spreading a wider net in order to secure a post in teaching."

One in 20 had made more than 20 applications for a job to authorities while 37.7 per cent had written directly to more than 20 schools. More than a third had not had one interview and only 19 per cent had received more than two.

Many of the newly qualified teachers were staying on in their vacation jobs after leaving college. *Eighty-four were in clerical or sec*retarial jobs, 24 worked in shops, 22 were in factories, 19 were doing social work and 14 were labourers. One was a caretaker and three were cleaners. But 68 per cent were unemployed.

Letters accompanying many of the survey forms show the problems teachers face. "Is it best to forget all the past three years' effort and expense on the part of everyone concerned, including my parents and the general public, and start to look for employment outside the teaching profession?" asks one teacher from Staffordshire.

Another, says that employers would be unlikely to give teachers work because they would leave at the *first* opportunity of a teaching post.

Mr Doug McAvoy, deputy general secretary of the NUT, said it was deplorable that the talents and skills of the teachers should be lost to the schools when there were still thousands of over-sized classes. Each of the teachers had been trained at a cost to the country of more than £7,000.

From womb to work—three-lane highway to health

The Court Committee, set up by Sir Keith Joseph in 1973 to look into children and the Health Service, published its report this week. John Tomlinson, *director of education for Cheshire and education* representative on the committee, draws attention to some points of interest for the education service.

The report is in three parts. The first looks at today's society and the health services while the second examines needs and remedies, with particular interest focusing on development from foetus to adult (including *school years*), handicap, illness, dental health and psychiatric disorder. The final section contains proposals for administrative changes.

Passages of special educational interest appear in all three sections, but they should be read in the context of the overall proposals for the organization of child health services. These are for a unified child health service integrating preventive and curative medicine formerly divided between local authorities and the NHS. They are as follows:

Primary care: General practitioner paediatrician—a specially trained GP, working in a group practice and acting among other things as *school doctor to nominated schools.* Child health visitor and children's nurses—attached to general practices but also having responsibility for all children in a geographical area; also responsible for school nursing services.

Supporting care: District community paediatrician—specialist working in both hospital and community setting will act as consultant to the school doctor GPPs in a health district and personally as school doctor to all special schools.

Planning, organization and management: the responsibility of the specialist in community medicine (child health) as at present.

The GPP proposal depends upon general practitioners accepting the idea, undertaking appropriate training and organizing themselves into groups of adequate size. It will, therefore, take time to develop in most parts of the country. While this pattern emerges the present clinical medical officers (former local authority medical officers) will provide services to the l.e.a. as child health practitioners working either from GP premises or from health centres and clinics. The interim scheme, while encouraging the new arrangements wherever possible, will offer proper career grades and training so that the quality of the service can be maintained and improved. Child health *practitioners will*, where necessary, be able to provide treatment as well as surveillance and diagnosis.

This is a remarkable report because it comes from a Government committee which contained social workers, educators and parents as well as representatives of *medicine* and nursing and, for this reason has put its proposals into a broad social setting. It is full of interesting and useful information for the teacher, adviser and administrator in education and would repay complete reading. Here, though, there is only space to refer to the main points of interest for those in the education service.

The chapter on health for education sets out the requirements of educational medicine and how the committee's proposals would meet them. Emphasis is placed on the importance of good understanding between school doctors, nurses and teachers based on a settled relationship and shared *in-service training.*

The following are the main recommendations:

(1) Health surveillance of school *children should be planned* as a continuation of that for pre-school children.

(2) Medical examination on entry to school should be made statutory.

(3) Subsequent medical examinations of individual children should be carried out only when required.

(4) Every pupil should have an annual health care interview with the school nurse.

(5) All 13-year-olds should have an interview with the school doctor.

(6) The school doctor should hold regular clinics in secondary schools for adolescent pupils to attend, if they choose, independently and in confidence.

(7) A school doctor should have the right to examine a child, if necessary without the parents' consent, if there is, in the opinion of the head, reasonable ground for concern about his health and safety.

(8) Direct responsibility for a school or a *district should be the* underlying principle in the organization of medical and nursing services to schools, as an aid to continuity of care and professional collaboration.

(9) Every ordinary school should have a nominated school doctor.

(10) Primary schools should have not less than one medical session a fortnight, and secondary schools not less than two sessions a week.

(11) GPPs should provide these sessions.

(12) Every ordinary school should have a nominated school nurse.

(13) Primary schools should have not less than six hours of nurse-time a week, and secondary schools not less than 15 hours and preferably 30 hours (full time).

(14) These nursing services should be provided by school nurses, who would be members of the same primary health care team as the school doctor (GPP), though the *child health visitor would retain* overall responsibility for them.

(15) Every special school should have a nominated school doctor who should be a consultant community *paediatrician.*

(16) Every special school should have one or more nominated school nurses, as necessary.

(17) Doctors and nurses providing health services in school should be required to have undertaken the appropriate training.

(18) Health records should be maintained for every pupil and relevant information made available to the education services.

(19) The views of parents and *pupils should be taken into* consideration at all times by health care staff working in schools.

(20) The present legal limitation upon the power of leas to provide special education for children before the age of two should be removed.

The report also has an interesting discussion of children's rights, ethical issues and the ways in which children's needs (since children have no political voice of their own) can be promoted locally and nationally. There are implications for leas in a suggestion for a children's committee to be set up by each county or area joint consultative committee, to keep under review the whole range of health services for children.

There is also an interesting suggestion for a national committee to keep children's interests and services under review. Among other things it would also act as a watchdog over the implementation of the Court Report.

The report is perhaps unique in singling out a few of its recommendations as being of top priority—and sub-dividing them into those which require additional resources and those which do not.

MAJOR RESOURCE IMPLICATIONS:

Child health visitors—Key figures in primary care services for children. The number of health visitors in the country even now needs to be increased by 50 per cent.

General practitioner paediatricians—Training implications are large but the extra manpower needed is not prohibitive when the doctors at present working in the pre-school and school health services are taken into account.

Consultant community paediatricians.

Children's nurses in hospital—We set out minimum requirements for a *children's department* in a district hospital. All children's departments should achieve this level of staffing as soon as possible as present levels of staffing are unacceptably near the frontiers of safety.

Care of the newborn

Increase in child psychiatrists.—The number of child psychiatrists remains substantially below the level recommended by the Royal Medico-psychological Association as long ago as 1960.

Fluoridation—We welcome the recent report of the Royal College of Physicians which has further confirmed the benefits to dental health of fluoridated water supplies.

School nursing service—Need to provide a trained school nursing service, particularly during the transitional period when some of the health visitors in the school *health service may be retraining to work as child health visitors.*

NO MAJOR RESOURCE IMPLICATIONS

District handicap teams in every district, coupled with accommodation (particularly in small residential units) for handicapped children who cannot be cared for at home.

Joint committee for children.—The present Children and Family *Life Group should be reconstituted* as a Joint Committee for Children responsible to the Personal Social Services Council and the Central Health Services Council to keep under continuous review the needs of children and the services pro*vided to meet them.*

The report sums up the committee's sense of urgency in one paragraph:

"We urge the Government to reach a decision about our recommendations for the reorganization and staffing of the primary care services for children at the earliest possible moment. This is of the utmost importance.

"First, because, if our recommendation to develop these services on the basis of the concept of general practitioner paediatricians and child health visitors is accepted, the decision to implement it will call for consultations with interested professional bodies and this will take time, and for the child health services time is running out.

"Second, the decision, when made, will end the present disturbing uncertainty surrounding the future of the pre-school and school health services and the position of the doctors working in them.

"Third, because the decision will influence the pattern of development of child health services for a long time to come, it has a bearing upon and will influence decisions about a number of our other recommendations."

Court Report, HMSO. £6.50 (Vol 1), £4 (Vol 2).

The report was prepared by Professor Donald Seymour Court, professor of child health at Newcastle University president of the Paediatric Association and member of the Advisory Committee for Education on Handicapped Children, set up by the DES.

Stephen Cohen reports from the NUS conference in Blackpool

Mr Clarke rides out the storm

Mr Charles Clarke, president of the National Union of Students, easily escaped the bid to remove him from office at the union's annual conference in Blackpool. The much-derided alliance of Conservatives and International Socialists came to nothing, and motions of no confidence in Mr Clarke were heavily defeated.

The debate on the union's travel and printing companies, which were conducted last month, was the centrepiece of the conference. Extreme left wing students were incensed at the sacking of 200 employees and the short notice that had been given to local students' unions about the affairs of the companies.

But Mr Clarke and three other executive members were censured for the way a student discount scheme had been organized. And the union's treasurer, Mr Chris Morgan, was also censured for using a firm of accountants which had offices in South Africa in contradiction to the union's policies on racism.

Fifteen procedural motions of censure, removal of responsibility and referral back were debated. *Only two censures and one rejection* of a report were carried.

Delegates did not accept the report on the companies, which explained the reasons for the collapse. One student from Manchester Polytechnic said the decisions about the *companies had been taken in a furtive way.*

A delegate from London University asked why the employees were told their jobs were safe one day before the collapse. Mr Clarke said it was extremely difficult to interest students in the finances of the union.

A report on the state of the Endsleigh Insurance Brokers was adopted after Mr Clarke had explained that the firm had to be sold to preserve the jobs of its 200 staff and to keep an insurance service for students. The conference subsequently agreed to sell the company, which is making £100,000 a year profit.

Mr Clarke said an injection of capital was needed to keep the *company going. The union* could plough every asset it had, which was not very much anyway, and perhaps mortgage or sell its London headquarters. That would not raise enough money.

A second option would be to raise *cash from wealthy university unions.* But the auditors had said that the £100,000 which could be obtained that way would only delay problems.

The third option was to sell. "We believe that the only way to secure the company and staff is by taking the third option." Negotiations had been started with interested purchasers.

A Dutch insurance firm had made an offer of about £300,000 and was prepared to agree that there would be no redundancies. There would be two students on the boards, three from Endsleigh and three from the purchaser. The deal would give the NUS about £20,000 a year income at present trading levels.

A committee of seven students was set up to inquire into the collapse. It is likely that some form of travel service will be available for students. Local students travel bureaux on college campuses are to work together to fill the gap left by the collapse of the NUS-owned company.

Down to the bare bones

Occupation of employment exchanges was ruled out as part of the campaign against the proposed Government cuts in students' grants. The implementation of policy during the short vacations.

Sit-ins and rent strikes were also defeated when the conference threw out an amendment which sought a campaign of direct action to defeat the Bill now going through Parliament to exclude students from claiming social security payments.

Instead, the conference decided that *students should lodge mass* appeals at Christmas to social security tribunals to protest at the new measures.

A petition against the Bill will also be drawn up. The conference demanded an end to parental contributions to students' grants, an adequate vacation element and financial support for all students throughout the year.

The debate was enlivened when Scottish student Sandy MacPherson rushed to the rostrum waving a copy of the Bill in one hand and a cleanly-picked sheep's bone in the other.

"This used to be a bloody great sheep", he said, and warned that *students would be reduced to eating* bones and would eventually look like skeletons if the Bill went through. He tossed the bone to Mr Clarke amid laughter and applause.

Sir Keith Joseph shielded from barrackers by Conservative students, and (below) escorted to the car.

Sir Keith thrown out with (official) regrets

There was uproar on the first evening of the conference when delegates voted to expel Sir Keith Joseph, Conservative MP for Leeds North-East. Scores of angry students objected to his presence and greeted him with Nazi salutes and shouts of "Tories out" during a debate on the Government's economic policy.

When Mr Clarke announced that Sir Keith was sitting in the balcony a small group of students ran to his seat and started shouting at him to leave. "Sack Keith in the teeth" was one of the chants.

An even larger number of members of the Federation of Conservative Students then formed a barricade around him and escorted him out of the Winter Gardens while a rabble of angry students jostled, pushed and harassed their exit.

Two taxis refused to take him away, but the police, who had by then arrived, escorted him into a third which drove him back to his hotel. He remained in his room with a security guard at the door. He cancelled his scheduled talk to a meeting of Conservative students.

In the meantime a member of the NUS staff telephoned the hotel where the meeting had been booked to disown responsibility for any damage that might be caused. The hotel responded by cancelling the meeting and putting up a notice saying that in future no more meetings would be allowed.

Afterwards Sir Keith said he had been looking forward to listening to the debate. "The extraordinary thing that amuses me is that the conference should vote to exclude any MP or anyone interested enough to listen."

The following day, Mr Clarke said the executive regretted the whole incident. Although all but two of the executive had originally voted to exclude Sir Keith, they had now changed their minds.

"Had Sir Keith applied in the normal way beforehand for credentials, as do other visitors, including Conservative MPs such as Winifred van Straubenzee who will be here *today*, the executive would have given them to him."

"The executive regrets the attitudes in which the debate confused attitudes to Sir Keith's politics with attitudes towards the right to free NUS conferences.

"The executive condemns the individuals who sought to assault Sir Keith and to impede his progress in leaving the hall and wishes to dissociate the union from these activities."

Young teachers betrayed by Mrs Williams

A harshly critical, three-pronged *attack on the Education Secretary,* Mrs Shirley Williams, was launched at the opening of the conference by Mr Clarke, the NUS president.

Mrs Williams, he said, had begun her period of office by hitting at *students.* "She has, firstly, lined up another 30 colleges for the axe. By her vicious action she has betrayed the hopes and expectations of a whole generation of young teachers [illegible] higher education, whether at nursery or at 16-19 level.

"It is a bitter indictment of her new office that these should be her first conscious acts."

She had followed this by demonstrating "hostility to the developing world by imposing" calculatedly vicious" increases in tuition fees for overseas students.

She then "sat idly by" while the Government decided to ban students from claiming supplementary benefits during the winter and spring vacations.

Mr Clarke said he guaranteed that this would only become law against the bitter opposition of hundreds of thousands of students.

He then turned to the great debate on education inaugurated by Mr Callaghan. Students would participate in the debate, he said. University privilege and elitism should be ended.

"The dead hand of dusty academics must be lifted from the levers which drive our educational system at all levels. We believe—in direct contradiction to Mr Callaghan—that education should not be the servant of private industry."

●

[illegible] the closure of colleges of education and increased tuition fees never got off the ground over the weekend. Delegates spent so long discussing the financial crisis within the union that they ran out of time for other business on the order paper.

Mr Clarke even had to forgo his closing remarks.

However, delegates decided during the closing stages of the conference to hear a short statement from Ms Gerry Ahrens, a student from Kent University, who said she had been called a "black bastard" by a member of the public in one of the conference hotels. She wanted to know what Mr Clarke was going to do about it.

Mr Clarke said he would find out from the Blackpool police if they were going to take the matter up after the incident in the [illegible] where there had been a scuffle.

●

The conference rejected an executive attempt to change the union's policy on banning fascist and racist speakers from college campuses.

Although Mr [illegible] Philips, vice-president, admitted that the policy had failed because of disenchanted many students from supporting the union, attempts to throw out a clause which would have softened the line to a ban on invitations to extreme right wing speakers.

However, the conference refused to harden the union's attitude to fascist speakers by rejecting an amendment which said that fascist speakers should be opposed by all means necessary. The policy means that student unions should not use a platform to declared racist or fascist organizations, and that there should be no acts of violence in carrying this out.

●

The conference endorsed an executive document on student grants which seeks increases next year from £875 to £1,185. London students should get £1,290 instead of £955, the document said.

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AMA conference

Unmentionable four letter word is . . . cash

At a time of severe cutbacks in education spending, it was surprising that the annual meeting of L.e.a.s belonging to the Association of Metropolitan Authorities held at the Manchester Polytechnic, Coventry, at the weekend, made little mention of finance.

This was perhaps due, as Mr Peter Horton, *chairman of the* AMA's education committee and of Sheffield Education Committee, pointed out, to the fact that at the time of the meeting, delegates did not yet know how education would be affected by the reduction in next year's rate support grant. Or it could have been that the financial crisis was playing on the minds of delegates and there was some *deep psychological reason why finance* was only mentioned in passing, as Mr David Robinson, vice-chairman of the AMA, speculated.

But the fact remains that when *delegates from the 57 metropolitan* L.e.a.s, which are members of the association, were invited to comment on the finance section of the education committee's report, and its effect on issues such as teacher training and employment, there was no reaction from the floor.

In his opening address, however, Mr Horton welcomed the fact that guidelines on the distribution of resources were to be published by the Government on Christmas Eve. The education committee had asked the Secretary of State "to give a friendly warning, very quickly, to all local authorities on what these guidelines might contain".

He went on to welcome the Prime Minister's interest in education but criticized the "Yellow Peril", the document which formed the basis of Mr Callaghan's controversial October speech. "We gather that in all these pages carefully prepared by the officers in the DES, perhaps with some advice from HM Inspectors, the local authorities are mentioned once, and in the initial discussions we did not seem to be mentioned at all", he declared.

"This, of course, is a ridiculous situation. If it is felt in Whitehall, and even in Elizabeth House, that the local authorities count for very little, then this is an amazing thing, bearing in mind that the local education committees have borne the brunt of looking after education over very stormy periods for the whole of this century."

In the debate on the curriculum that followed, the meeting adopted a resolution welcoming the Prime Minister's interest and the opportunity for consultation on the curriculum by local authorities. Some controversy arose between Conservative and Labour delegates over the nature of links between education and industry. But the meeting *passed a resolution recommend*ing that L.e.a.s should seek ways for a dialogue between schools and industry.

A resolution proposed by a leading Conservative Margaret Wood from Kirklees, urging priority for resources to be given to training recruits for industry, was rejected decisively. Sir Ashley Bramall, leader of the ILEA, who opposed the resolution, said: "It is surprising that people of this political persuasion should in hard times take such a collectivist view of education. Education is first, last and all the time about individual development."

The meeting was opposed to the idea of rigid central direction of the curriculum. Mr Horton said that AMA members were sceptical about the wide-ranging ideas that would be discussed by the regional conferences proposed by the Secretary of State and due to take place next spring. They felt curriculum debates should take place locally in conjunction with the regular discussions being held between the Council for Local Education Authorities and the Secretary of State.

Mr Horton said he believed that at primary school and during the first two years of secondary school there was a generally accepted common core curriculum. "After that, there is not. But this is due purely to the limited choice necessitated by the O level system", he claimed.

*He had suggested to the Secre*tary of State that, while considering the 16-plus exam, she might look at ways in which the curriculum for the remaining years of secondary school could be widened. The meeting unanimously agreed to welcome the proposals for such an exam and urged Mrs. Williams to keep to the original five-year timetable envisaged by the Schools Council.

The association also welcomed the Schools Council's proposal for a Certificate of Extended Education, and passed a resolution urging Mrs. Williams to complete consultations as soon as possible.

A number of resolutions were passed underlining the need for special attention for deprived urban areas. Mrs Nicki Harrison from the London borough of Haringey pointed out that many teachers, particularly the middle class, suffered real shock when they went to work in a deprived area. How could newly-qualified teachers cope with multi-racial classes in a deprived area without understanding the children's living conditions, she asked.

In her resolution, which was passed, Mrs Harrison said teacher training institutions in urban areas, which provided the sort of training that was needed, should not be closed.

The four-term school year was also discussed. Recognizing that there would be many difficulties (such as those involving teachers' conditions of service) the meeting nevertheless urged the Government to accept the long-term needs for a national inquiry into "the archaic pattern of the school year".

The recent establishment of a *working group on higher education* was welcomed. It was agreed that the prospects of all those going on to higher education would be improved by much stricter coordination of provision to eliminate waste and to ensure that resources were used to maximum advantage. The group was asked to consider these issues "with a real sense of urgency".

Slice off the beef mountain?

Roast beef and Yorkshire pudding could be on school menus more often if a resolution adopted by the Association of Metropolitan Authorities is accepted by the Government.

Far from being extravagant, the proposal is designed to save money.

Britain, in common with its EEC partners, is allocated a share of the beef mountain built up as a result of the common agricultural policy. One-third of the British quota goes to prisons, the Armed Forces and hospitals. The rest goes to private suppliers.

L.e.a.s discovered the levy-free beef by accident and approached the Government for a share. They were told it would be too difficult administratively to allocate beef to an L.e.a.

Mrs G. Homer, chairman of Dudley Education Committee, claimed the Secretary of State suggested she might come to an agreement with her private suppliers for a share.

This, the association considered, was not good enough. Told by Mr R. S. Vardon, deputy education director of Walsall, that "there is much at stake", the unanimously called on the Government to allow them to purchase their meat from levy-free stocks.

Women's studies

Spirit of sex equality at stake

Is a glossy leaflet which urges "Be a telephone girl" or describes, with pictures, the stimulating and well paid life of "Ten men in insurance" a contravention of the Sex Discrimination Act?

Apparently not—for if you look closely enough, you will see, stamped in barely legible purple ink, the words "Sex Discrimination Act 1975—the opportunities in this literature are open to both sexes."

Such examples of discriminatory careers literature were exhibited at the First National Women's Studies conference at Ashburne Hall, Manchester, last weekend. The conference brought together feminist teachers, students and researchers committed to women's studies.

Speaking to the 150 participants, almost all women, Dr Margherita Rendel, of the University of London Institute of Education, described women's studies as "the intellectual arm of the women's movement".

She said: "Women's studies are not so much a subject as an approach. They are concerned with the educational purpose of correcting the record, which has its own justification.

Members of the Women and Education group doubted the Equal Opportunities Commission's effectiveness in pursuing education equality when so many areas of discrimination were unaffected by the Sex Discrimination Act. Recruitment literature continues to discriminate in its tone and illustrations; parents, peers and pictures in science books conspire to persuade girls that serious science is for boys; and the Department of Education and Science has made it clear to schools that no extra money will be available to help them to come into line with the spirit as well as the letter of the Sex Discrimination Act.

Nuffield Science turns an enquiring eye on Nuffield Science

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Through constant contact with teachers—even admonitions from them—we have been made fully aware of the ways our books could be brought up to date. There have also been great changes in education in the past decade: changes in the organization of schools and in teaching methods. New concerns have arisen, with the environment and with the social aspects of science.

...so, all our O-level materials have been revised.

Revised Nuffield Biology

All the Revised Nuffield Biology books are available now. There are four *Texts* for pupils, and four parallel *Teachers' guides.* Introductory work in biology for the first two years of secondary education is collected in the first *Text* and *Teachers' guide,* with the section on classification now lavishly illustrated with colour photography. The work in the remaining *Texts* and *Guides* offers maximum flexibility to the teacher, as it is grouped by subjects rather than in a rigid, pre-ordained teaching order.

The titles of the four sets of *Texts* and *Guides* are: *Introducing living things, Living things in action, Living things and their environment,* and *The perpetuation of life.*

Revised Nuffield Chemistry

Revised Nuffield Chemistry is radically different from the original edition. The major innovation is what so many teachers have asked for—a *Handbook for pupils,* for Stages II and III, and a companion volume, *Chemists in the world.*

Stage I of Revised Nuffield Chemistry has now been published —*Teachers' guide I, Experiment sheets I,* and the *Study sheets.*

Stage II—the *Handbook for pupils, Chemists in the world, Experiment sheets II* (already available), and *Teachers' guide II* will all be out next year. The Option booklets for Stage III will be published this Christmas, and *Teachers' guide III* will follow next year.

Revised Nuffield Physics

In Revised Nuffield Physics, too, the most important change has been the introduction of *Pupils' texts.* Years 1 and 2 are combined in a single volume; the other Years have a volume apiece. We have consistently attempted to widen the ability range of the programme; the *Teachers' guides* have been completely revised.

Publication of the Revised Physics will start with *Pupils' text year 3, Teachers' guide year 3* and the *General Introduction* in January 1977. This is the point at which pupils will begin their O-level work or be coming to physics as a separate subject after Combined Science. *Pupils' text years 1 and 2* and its parallel *Teachers' guide* will be out in 1977.

One of the things that has always distinguished Nuffield Science books has been their manifest enthusiasm for the subject. This has been crucial in encouraging the 'Nuffield spirit' of wonder, delight, and intellectual satisfaction which thousands of pupils have enjoyed in the last ten years. These new books, written with the same commitment, continue to foster that spirit.

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Tim Albert gets a glimpse of boardroom dramas among a group of teenage tycoons

The board deliberates . . .

Peter Boyce

. . . a view from the flo . . .

Top of the firm

There was trouble in the boardroom. Mr Managing Director was being paid more than he was worth, argued the worker-directors, and what was he going to do about it? What he did was to appeal to the meeting, which voted against him and for a cut in his salary. "I didn't really mind very much", he told the press afterwards.

Just another boardroom wrangle, one would imagine, far away (some would say too far away) from the world of education. But in fact those directors sitting round the table were all under 18, the amount of money they were haggling over was 10p a month, and when the meeting unexpectedly dragged on, the company accountant had to nip outside to tell her dad to hang on a bit, she would be late.

These young men and women—19 of them—were taking part in the Young Enterprise Scheme, whose president is Lord Beeching and whose aim is to show young people how big business works by getting them to set up a small business of their own. This particular one was in Burnham, Buckinghamshire, and has imaginatively called itself BUST—the Burnham Union of School Traders. Their production lines are at present geared towards making Christmas presents.

Earlier on in the meeting, at which no fewer than 11 local ratepayers had shown encouragement from the sidelines, the business of the week had been transacted. Jill Astley, the company accountant, a composed 17-year-old, daughter of a guest house proprietor, and intent on becoming an accountant when she left school, had spelt out the company accounts: £49 from sale of share certificates; £22.72 spent on materials; cash in hand £26.29. "Next week I want a sales report from the sales manager", she said.

"No promises but I'll see what I can do", said the sales manager, 16-year-old Pat O'Sullivan, a smart young man who kept interspersing his brisk sales talk with giggles about his Shirley Temple impersonations. . . . And the rest of the meeting continued in that vein.

The impetus for BUST came from the local rotary. They had approached the local secondary schools for sixth-form volunteers, and they came, they told me, either for something to do or because they thought it would help them with their economics A levels.

BUST started at the begining of the school year. Supported by the Rotarians and by a full set of instruction manuals from Young Enterprise (with whom their company is now registered); they elected officers, selected their production lines, and started raising the necessary capital by selling off 25p share certificates to their families and friends.

Every Monday evening they meet for two hours, at the local authority's day centre in Burnham. For most of the time, beneath posters outlining the factory acts and the precautions to be taken in cases of electric shock, they spend the time working in small groups on their Christmas products. When the production line is working smoothly they hope to be producing a dozen felt puppets on sticks and a dozen wooden desk calendars each week. And these they will sell to family, friends and local shopkeepers, probably at 95p apiece. Workers are paid 4p an hour, managers 50p a month.

After Christmas the members will re-elect (or not) their officers, and decide on their new production lines for Easter. Then, in May, the company will wind itself up and declare a dividend. ("At least we hope we will", I was told.)

Local Rotarians, ranging from solicitors to garage proprietors, have attendance records every bit as good as the BUST members, and swell with pride as they talk about the progress of their protegés. "They have taken to it like ducks to water", said one. "Too many young people go from school straight into business and it's like hitting a brick wall", said another. "Here they get to know how business ticks." A third added: "They stop thinking in terms of us down here on the shopfloor slaving away, and them up there in the offices all day doing nothing."

But whether this promotion on behalf of big business is going to send all the BUST members straight down the path to conventional capitalism is another matter. The personnel manager, for example, was already showing some enlightened views on profit sharing. "I try to keep everybody happy by rotating the jobs", she said. "But the main thing here is that everybody has an interest in the management. It's not like Fords where you just want to get home."

There are some other tricky questions that could well be asked. Why do all the managers come from the grammar school bar one—and he has the relatively unglamorous portfolio of production manager? What will happen if the managers get booted out at the Christmas meeting ("I don't think I'd be interested if I was just doing production work", said the accountant). What is the point of working for two hours for 8p if the coffee's going to cost 6p?

And then the most interesting question of the lot: if there are so many Rotarians hanging around giving advice for only part of the time, why not draft them on to the shopfloor and increase the labour force dramatically. That could provide a few lessons to both sides.

. . . the production line . . .

. . . quality control of the final product.

Why was Windscale coy about its leak?

The delay in making public the leakage of water from an old storage silo at Windscale should be an object lesson to all public bodies of the dangers of secrecy. Rightly or wrongly, British Nuclear Fuels Limited has now succeeded only in creating the impression that it kept the news of this unwelcome discovery to itself for the best part of six weeks chiefly so as not to upset its plans for building another separation plant on the Windscale site.

But as things have turned out, the fuss about the leaking water could have exactly the opposite effect of strengthening the government's doubt, on environmental grounds, that the proposed development at Windscale should not take place. That, in my view, will be a great misfortune.

Ironically, there is no reason at all to doubt what the people at Windscale say—that the leakage of water is unimportant. The silos concerned are like huge rectangular concrete boxes stood on end (with the bottom end buried 20ft underground). They have been used for storing the metal cans stripped off spent fuel elements. The water is there to prevent the danger of fire.

Although the metal cans contain quite substantial amounts of radioactivity, little of this could find its way into the water. This is borne out by the fact that, although the leakage from the silo has apparently been going on for some time, radioactivity from this source had not been picked up by the monitoring devices in and around the Windscale site.

Moreover, it is plainly a relatively simple matter to put things right. The purity of the water in the silo could be enhanced by circulating it through a treatment plant. If the worst comes to the worst, the metal contents of the silo could be removed and stored elsewhere.

So why did the managers at Windscale keep news of this minor happening to themselves? On previous occasions, they have been almost over-zealous in telling the world of mishaps at the plant. In 1973, there was a leakage of radioactive ruthenium inside the plant which affected several workpeople, and that became the subject of a formal inquiry.

Two years ago, Windscale came clean about the discovery of traces of ruthenium in a lorry park. Why so coy about a leakage of water from an aging silo?

In retrospect it is easy enough to say (as I have done) that honesty is always the best policy, and to ignore the effects on the managers of the nuclear industry of the fierce but frequently wrong-headed scrutiny of their work in the newspapers and on television.

If they had made public the news of their discovery of the leakage from the silo on the day they found it, but before they had been able to estimate its extent, they could have been certain only of one thing—that there would have been howls of protest from half a dozen quarters, with half a dozen pundits saying: "We told you that the nuclear industry is an intolerable hazard!"

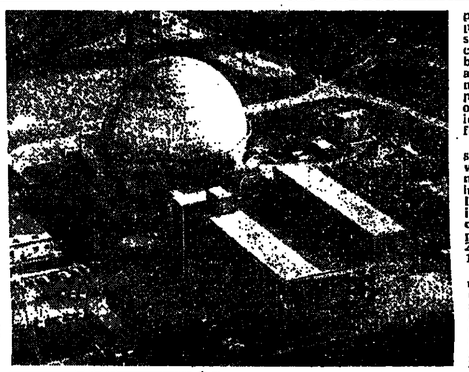
As things have turned out, however, it would plainly have been better to have ridden out that risk, if only in the hope that eventually the public will come to look to the media for some discrimination between serious and not-so-serious hazards in the nuclear industry.

The most serious danger now is that the plan to build a new separation plant at Windscale will be held up, with damaging consequences for what could be profitable commercial activity in the years ahead.

In the past few years, we have all resented but also envied the commercial strength of the OPEC countries, with a monopoly of cheap oil. It seems to have been forgotten that as things are only British and France have the techniques for reprocessing oxide fuels from nuclear reactors, and are thus for the time being able to establish for themselves a kind of monopoly—however short-lived—in nuclear reprocessing. It will be tragic if this opportunity is thrown away for the sake of a few hundred gallons of radioactive water.

Sensation seems to follow sensation in the treatment of scientific matters in the newspapers. Two weeks ago, for example, the British papers, and some of those in the United States, were full of the tale that a group of geologists and oceanographers had been able to demonstrate that the large fluctuations of climate in the past few million years, and the occurrence of major glaciations in particular, had finally been given an astronomical interpretation.

So I have been reading the article in *Science* (December 10) in which all this is supposed to have been demonstrated. I doubt whether its authors (J. D. Hays, of Columbia University, John Imbrie, of Brown University, and Professor N. J. Shackleton, of the University of Cambridge) would agree that the matter has been settled for all time.



Science diary
by
John Maddox

The theory which is the starting point for this work is due to the Serbian astronomer Milankovich, and was first published in 1941. The underlying notion is that major variations of the earth's climate may be accounted for by the small variations of the geometry of the earth's relationship with the sun.

Two kinds of geometrical variations are thought to be especially important in influencing climate—variations of the inclination of the earth's axis of rotation with the plane of its revolution about the sun (the Ecliptic) and the precession of the equinoxes.

These variations are rhythmic phenomena happening once every 41,000 and 21,000 years respectively. The variations of the eccentricity or ellipticity of the earth's orbit which are known to take place rhythmically with a period of 93,000 years are thought to be relatively unimportant.

The new study is without question the most careful attempt so far to relate the variations of these properties of the earth's orbit with past variations of climate on the surface of the earth derived from cores of sediments from the ocean bottom and of ice from the Antarctic and Greenland. From such material it is possible to reconstruct past temperatures—ratios of the oxygen-16 and oxygen-18 isotopes in ice cores provide such information, for example.

The clear result of the comparison between climatic and orbital variations (calculated from astronomical data) is that both patterns have the same frequency structure. In other words, there is evidence in the climatic records of a pattern of rhythmic variation involving periods of time corresponding to 21,000 years, 41,000 years and about 100,000 years.

Surprisingly, the last of these, corresponding to the variation of the eccentricity of the earth's orbit, seems to be especially important. Moreover, it has been possible to conclude from this comparison of astronomical and climatic data that peaks of the climatic and astronomical variations are more or less related to each other. Technically, they are in phase.

So far, so good. The snags are, however, sufficiently important to give the earnest reader pause. First, the climatic data are as yet inaccurate, to say the best of them. Second, the length of time covered by this new analysis is about half a million years, less than a quarter of the duration of the sequence of glaciations called the Ice Ago. Third, nobody knows what mechanism there can be to account for the supposed link between the geometry of the earth's orbit and the climate.

Finally, there is nothing in the analysis to show what distinguishes the Ice Age from the period that went before—in other words, Milankovich's theory may have some part to play in accounting for the climatic ups and downs of the past two million years, but it is not so far an explanation of the Ice Age.

In all the circumstances, it is only proper to take with a pinch of salt the authors' statement that the next 20,000 years will see a general cooling trend in the earth's climate. The importance of the work they have done is merely that it should still further stimulate the quest of climatologists for a mechanism to explain why climate fluctuates.

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	28	Travel
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Mrs Williams defers to the Lords

by Alan Wood

Mrs Shirley Williams, Secretary of State for Education and Science, told the House of Commons last week that she accepted the House of Lords judgment in the Tameside case "unreservedly".

However, she endorsed many comments of Mr Price, the judge whose judgment was overturned by the Lords, and drew attention to the effect of the Lords' decision on Section 68 of the Education Act 1944. A number of Labour MPs and himself, he said, felt the decision was wrong, misconceived and completely inaccurate.

She assured him she would continue to use the Section 68 powers in appropriate cases. She would also examine what might be done to improve the arrangements whereby school places were allocated and how parents' views could be properly considered within a non-selective system.

In criticising the judgment, Mr Price commented on a reference by Lord Salmon, one of the five Lords on the final appeal to the House of [illegible]

[illegible] a number of distinguished educationalists".

The number was two, said Mr Price, one a retired secondary school teacher distinguished only for his talent in organising petitions against comprehensive reorganisation, the other a retired primary school head.

Lord Wilberforce, chairman of the Appeal Court, said in the beginning of his judgment: "These proposals (to make the various Tameside schools comprehensive) on November 11, 1975 received the Secretary of State's approval and the council then became entitled to put them into effect."

"It was not true", said Mr Price, "A substantial number of schools had been given Section 13 approval [illegible] Secretary of State for Education as far back as 1969. Other schools had been given Section 13 approval by no less a personage than the present Leader of the Opposition (Mrs Thatcher), when she was Secretary of State in 1973."

For the chairman of the Appeal Court, the final appeal court in the land, to let his facts wrong to that extent should cause grave disquiet. The sort of judgments handed down were misconceived, misguided and wrong in fact. All local authorities accepted the overriding power of the Secretary of State. It had been a useful power, and it would be dangerous if the Lords Wilberforce, Salmon, Diplock and Dilhorne took it away without realising what they were doing.

Mrs Williams said Section 68 provided that, where the Secretary of State was satisfied that an authority or the managers or governors of a school had acted or were proposing to act unreasonably with respect to any duty or power, he or she might give such directions as to the exercise of that power or the performance of that duty as appeared to him or her to be expedient.

The Department was advised as long ago as 1948 that "unreasonableness" in the context of Section 68 involved an element of perversity. Members of this Government and all Labour Governments had always exercised their powers on that basis.

But it must be recognised that both the House of Lords and the Court of Appeal made judgments on issues and findings of fact in relation to matters which, as the law was previously understood, were regarded as entirely within the province of the Secretary of State.

Moreover, there was no doubt that some of the judgments and some of the findings in the Tameside case were surprising. She was not amazed that Mr Price should have said so.

The "wide and sweeping power" conferred by Section 68 had been used sparingly. But successive Secretaries of State had directed to the schools preferred by their parents in circumstances where an authority's refusal of admission had been regarded as unreasonable. This would be an important point.

In the past five years 35 directions had been given in such circumstances relating to about 90 children.

"Any weakening of Section 68 will in practice impinge much less on the powers of the Secretary of State than on the rights of parents. If the Opposition really want to strengthen parental rights, they should join with us in seeking to limit the damage arising from the Lords judgment."

Italy

Rome backtracks on comprehensive plans

from Dalbert Hallenstein

MILAN

Signor Franco Malfatti, the Education Minister, is having second thoughts about the proposals for secondary school reform formulated by all the political parties, including his own Christian Democrats. In an interview in the educational fortnightly, *Tuttoscuola*, he said that existing proposals to create a comprehensive system of secondary schools should be reconsidered.

"It would be a mistake", he said, "to regard the reform of our secondary schools as an isolated act, and not as a fundamental part of the general reform of the entire vocational and adult education system, for this reason secondary school reform must take place in the context of a general law to reorganize vocational training, together with policies to resolve the unemployment problem."

All the nine secondary school reform bills already presented by the political parties concentrate on the abolition of Italy's rigidly structured secondary schools, which are divided into dozens of professional specializations, ranging from accountancy and surveying to tourism, agricultural sciences and navigation.

The parties all agree that rigid specialization, beginning at 14 and continuing for five years, should be replaced by a "comprehensive" system which would remain unspecialized until 16, and then be concentrated into general study directions such as humanities, commerce or sciences for a further three years.

Signor Malfatti now feels that such a reform would be far too expensive, and would further aggravate the existing disproportion between the funds available to the secondary school system (about £714m) and to vocational and adult education (about £214m).

The Minister is also doubtful about proposals to raise the age of compulsory schooling from 14 to 16 at the moment. "Here, too, we would have to face enormous problems, such as supplying new accommodation for the 15 and 16-year-olds."

Many observers consider that his declarations are a warning that there is now little hope for a full-scale Parliamentary debate on secondary school reform in the immediate future.

Holland

Primary figures fall sharply

from Lynn George

AMSTERDAM

Holland's primary school population is notably shrinking, according to latest projection figures in a report by a government-sponsored commission investigating expected teacher employment over the next six years.

The commission, made up of representatives from the Education Ministry, national teachers' unions and the Central Bureau of Statistics, based its predictions on existing educational policy and average development trends. Thus, the infant school population of 514,000 children between four and six in January 1975 is expected to drop in January 1980 to 490,000, a reduction of 4.5 per cent.

The picture is much the same in junior schools. Since 1972 alone the junior school population has fallen by 18,000. Within the next six years it is expected to drop by a further 220,000 or by 15 per cent of the present 1,446,500.

According to the report the chances of finding a first teaching post are certain to get worse. Assuming that there is no further reduction in the present infant class size of 27.3 and in the present junior class size of 29, then only 45 per cent of the 22,500 newly qualified infant teachers will be able to find jobs.

The same percentage applies to the 33,500 junior schoolteachers receiving their supplementary. These projections, however, are based on present inflow and outflow trends in teacher training.

Spreading the written word

Unesco is to step up its campaign against illiteracy. Mark Webster reports.

A major campaign to fight illiteracy is one of the priorities in the first-ever six-year plan of the United Nations Educational, Scientific and Cultural Organisation (Unesco).

The six-year plan was approved by the 141 member states at their 19th annual conference in Nairobi after five weeks of debate and discussions.

The expected row over Israel did not materialize. Israel is again to be allowed to join the European region and thus take full part in all projects. In return, Israel made symbolic concessions to the Arab bloc by agreeing for the first time to allow a fact-finding mission on to occupied territory.

The concession, which had previously been bitterly opposed by Israel, means that a team of experts can collect educational and cultural information on the life of people living in the occupied territories.

The short-term two-year budget proposals which were adopted at the conference did not paint a very happy picture, said the Director-General, Mr Amadou Mahtar M'Bow, at the end of the conference.

Although the budget is up 32 per cent to $224m, the increase in real terms is only 4.2 per cent. The extra money is eroded by inflation, currency fluctuations and the failure of members to pay their contributions on time.

This last item has meant Unesco ending the financial year $6,760,000 in the red, which will have to be made up with supplementary credits next year.

Although $112m a year sounded a lot, said Mr M'Bow, it was rather less than Harvard ($195m) or Columbia ($175m) got annually.

Because the budget for the coming two years is not so big as expected, there will be fewer Unesco experts in the field and fellowships and equipment supplies will have to be similarly reduced.

Education gets the biggest single slice of the 1977-78 budget, with over 20 per cent ($45,222,100).

In the budget for the next two years $4,319,000 have been allocated for the immediate acceleration of the present literacy programme. September 8 has been declared annual Literacy Day and there will be a prize awarded every year for work on illiteracy. On the practical side two new centres are being funded by Unesco, one in Latin America and another in the Arab States.

In time for the next annual conference in Paris next autumn, Unesco is to study the possibility of having a literacy decade and starting a World Literacy Fund. There are 800m illiterates around the globe.

The illiteracy rate is high but falling, according to statistics. In the 1950s 44.3 per cent of the world was unable to read or write but by 1960 the figure was down to 34.2 per cent.

The problem is worst in the poorest countries. In the 25 least developed nations the rate was as high as 80 per cent. If the trend of the last two decades continues only 30 per cent of six to 11-year-olds will get any schooling between now and 1985. The proportion of women illiterates is increasing. They now account for 60 per cent of the world figure against 58 per cent in 1960.

There will be a study of national systems in operation, a reappraisal of the contents of teaching matter, research into the use of the mass media in education and a general look at European educational technology.

Adult education is to get a boost with a budget over the next two years of $600,000. There will be international exchanges of experts and a series of seminars.

Medium-term objectives hinge on two key words: decentralization and democratization. The principle of establishing more local control in Unesco with less emphasis on the Paris headquarters has been agreed for some time, especially in view of the shifting centres of world interest.

Final details of the plan will depend on successive budgets but education looks like staying top priority. For the medium term special attention will be given to life-long education, mass education, the elimination of differences between formal and informal education and illiteracy.

To help individual countries solve their problems there will be 60 to 70 multi-disciplinary study and policy review missions, the same number of project preparation missions, 600 project preparation, inspection and evaluation missions and 1,000 short-term advisory missions when requested by member states.

The long-term plan for adult education after the first two years is to develop a curriculum to design learning material to suit adult needs and interests, as well as the development of models of systems of education.

Over the next six years 300 travel grants will be offered to leaders of workers' and cooperative educational and 20 study grants to leaders of adult education movements. Forty to 80 abstracts a year giving information on adult education will be published.

The final heading for the six-year plan is the promotion of the role of higher education in society. Unesco will sponsor 10 studies on the contribution of higher education to community development and two meetings on the question posed by the democratization of higher education and increased access to higher education.

Young bootblacks in Brazil: dropping out early.

France

Technology teaching probe

from our correspondent

PARIS

A compromise is in sight which may end the deadlock which threatens to close a number of University Institutes of Technology (IUT). Last spring Mme Alice Saunier-Seité, the Secretary of State for Universities, cut the number of teaching hours allotted to the IUTs by 50 per cent and froze 108 teaching posts. She has now proposed that heads of the institutes fill in a questionaire on how they see the future of the establishments and hand them back to her by February 1.

The IUTs were highly favoured in the fifth and sixth plans. Although they only have 5 per cent of the country's students and 10 per cent of its teachers, they get 20 per cent of the budget for higher education. Their teaching hours allowance. When the 68 institutes were created in 1966 they were welcomed as one of the most promising initiatives of the century. They were designed to respond to the needs of industry and commerce by producing job-trained middle management and technicians.

But they have failed to live up to expectations. The ambitious projections of the fifth plan saw 170,000 students enrolling by 1972-73. That had to be adjusted in the sixth plan to 67,000 students by 1975-76. In fact only 44,000 are currently enrolled.

In addition, the original intention of the fifth plan was to see one-third of the teaching done by professionals from industry coming in for a couple of hours a week. At present only one eighth of the teaching is done on such a basis.

The cutting of teaching hours was accompanied by a warning from the Secretary of State that unless more professionals were brought in the IUTs could look forward to more belt tightening.

The institutes replied that professionals were reluctant to come and teach. Now Mme Saunier-Seité has suggested as a compromise that students should do three release courses in industry during their two years of study instead of two.

She is also prepared to negotiate on the other main handicap from which the IUTs suffer—the worth of the diplomas they award. After two years in applied sciences. [illegible] engineering or the *Diplome Universitaire de Technologie* (DUT). The DUT, however, is not thought of highly by many employers. Nor are DUT holders automatically included in collective wage agreements.

Mme Saunier-Seité has said she will support the call of students and teachers for a wider recognition of the diploma and will also press for a limited proportion (10 to 15 per cent) to be accepted into the *Ecoles d'ingenieurs* or the second cycle of university technology courses.

Yet another reason for the unpopularity of the institutes is the relative ease of getting into university. Entry to the IUTs is still competitive and students do not necessarily qualify with their *baccalauréat*.

West Germany

TV project aims to aid problem parents

by David Dungworth

Financial help for a project designed to give parents a better understanding of the problems of bringing up children and ways of solving them is being provided by the Federal Ministry of Education and Science. The project, *Ernähen Sie Nicht Unterleicht* (Bringing Up Children is Not Child's Play), consists of a series of 13 television programmes backed up by seminars organized by the *Volkshochschulen* (Colleges of Further Education).

Television was chosen in order to attract parents who have not previously used further education facilities or joined parents' committees in schools.

The programmes are intended for all parents with children aged six to 13, but particular attention is being devoted to the problems faced by large families, one-parent families, adoptive and foster parents and those with handicapped or disturbed children.

The programmes have already aroused much interest. About 400 discussion groups have been formed by colleges of further education in North Germany and Berlin, a record for this type of project.

Responsibility for the project lies with the Adolf Grimme Institute, the research organization which serves the German Association of Further Education Colleges.

United States

Court ruling may hit extension of bussing

from Michael Binyon

WASHINGTON

The mood of the Supreme Court appears to be cooling towards bussing. Last week the court upheld without comment an appeal against a lower court's order for an extensive scheme for crosstown bussing in Austin, Texas. This suggests that the Supreme Court thinks some authorities are going too far in trying to use bussing not just to correct previous instances of discrimination, but to achieve a form of social engineering.

The exact implication is unclear, however, as the court's ruling was not definitive. It simply ordered the lower court to reconsider the matter in the light of an earlier judgment this summer which, on a matter unrelated to education, said proof was needed of deliberate racial discrimination by public officials.

If no intent to discriminate was proved, the constitution was not violated. The mere fact that some policies have the effect of discrimination, the July judgment said, was not enough. It was the official purpose that counted.

The matter is also complicated by the court giving a decision *per curiam*—that is, not spelling out its reasons. The verdict was not unanimous: two of the nine justices voted against "because they are persuaded that the Court of Appeals correctly interpreted and applied the relevant decisions of this court".

But three other justices said why they thought the bussing order should not be upheld. Their views do not necessarily mean that the majority of the court will vote this way when the matter comes up again; but they do represent the thinking of the more conservative members of the court.

They argued that Austin's decision to bus four out of every 10 pupils in the city to achieve desegregation was a misunderstanding of the core principles of desegregation cases. Austin has a large Mexican-American population, and this community lives together in one part of the city. Here there was no suggestion that these people had been segregated by school officials.

The three justices said the principal cause of racial and ethnic imbalance in urban schools across the country—north and south—was imbalance in residential patterns. Such residential patterns are typically beyond the control of school authorities. For example, discrimination in housing—whether public or private—cannot be attributed to school authorities. Economic pressures and voluntary preferences are the primary determinants of residential patterns."

Bussing violence in Boston.

To change this, the school authorities had been ordered to adopt a desegregation plan "far exceeding any identifiable violations of constitutional rights".

As they pointed out, the plan ordered by the lower court is remarkably sweeping. From kindergarten to eighth grade (age 14), all pupils must be bussed across town in schools that are over 50 per cent minority—that is, Mexican-American—or 90 per cent Anglo.

From kindergarten to fourth grade (age 10), the pupils in East Austin attending the relevant schools will be bussed through the congested centre of the city to West Austin. For fourth to eighth grades, the flow will be reversed.

The high schools will be integrated by a system of "feeder" schools. This plan requires the transport of 18,600 to 25,000 pupils, between 32 and 42 per cent of the entire school population.

The lower court must now have another think about the case. It is possible that it will modify the scale of the bussing operation. But the crux of the argument is whether segregation in itself is impermissible and must be remedied through bussing, or whether it is illegal only if it is the result of official actions.

Reprieve for closed schools

Schools in one of the three districts in Oregon that were closed when they ran out of money (*TES*, December 10) reopened last week when they found that they could spend $200,000 from an unemployment compensation fund on their schools.

The Eagle Point school district will use funds that it will have left over next summer and hopes they will not have to be repaid till next year, by which time local officials believe, the voters will have approved a special levy to raise money for the schools.

The vote against this levy was what caused the closure of the schools for 33 days. In January voters will be asked to approve a new levy of $2.4m.

In La Grande, one of the other districts, schools were reopened when businessmen raised $75,000 and the district deferred $120,000 of its other bills. This area will also use unemployment money to keep its schools going. In the third Oregon district, Cottage Grove, schools remain closed.

Officials in all three districts have said that if the levies are again voted down next month, there will be no classes for the rest of the school year.

In Ohio where several districts have also been forced to close their schools, a tax levy that would have reopened schools for 7,000 children was again defeated in a special vote in the town of Groveport. Schools will therefore stay shut until next year.

Sweden

Paid study leave scheme gets cold shoulder

from Mike Duckenfield

STOCKHOLM

Only about one in 200 workers have taken study leave from their jobs since the introduction of the right to absence at the beginning of last year.

Difficulties facing in maintaining living standards on state study support have been the main obstacle to a greater response, according to a survey by Stockholm University.

The results have come as a surprise, as the right to leave carries full job protection and no limitation on length of absence or subjects studied. It also applies to all, including part-time and temporary employees, who have worked for the same firm for the last six or 12 of the last 24 months.

The survey follows another, involving 12,000 Swedes between 16 and 74, by the Central Statistics Bureau, which also suggests that interest in adult learning may not be so great as thought.

The bureau's investigation reveals, too, a probable large-scale overestimation of adult enrolments. While the returns of the 10 educational associations showed class numbers to be over the 2,000,000-mark in 1973-74, the bureau now estimates that only about 650,000 *different* adults took part.

Similarly, the census returns indicate that only about 80,000 took part in municipal adult classes and 65,000 in courses organized by the National Labour Market Board. In both cases this is about half the number previously estimated.

According to the bureau, 28.8 per cent of 16 to 74 year olds are engaged in some form of education. Of this, 46 per cent are in post-upper secondary school studies, 35 per cent post-comprehensive and the remainder undertaking tuition equivalent to that for under-16s.

These figures underline the fact that a disproportionately large number of the already well educated take adult classes and that government schemes to narrow the educational generation gap have so far only nibbled at the problem created by the lengthening of youth education in the 1960s.

Enrolments for educational association courses, on which only 40 per cent of students are "poorly educated", have risen steadily for *the past two decades*. Those for municipal classes, with 75 per cent "poorly educated", however, have fallen over the past two years.

To arrest this decline, the government has decided to ease its subsidy rules for local authorities. In future they will be able to get support for courses—mostly "catch-up" classes in Swedish, maths and English for over-25s—with a minimum of eight members in the municipalities and five in rural areas. The present average membership is between 12 and 15.

Spain

Courses to be liberalized

from William Chislett

MADRID

Schools are no longer to teach the principles of the late General Franco's regime. An order in the Official State Bulletin revoked a previous order of June 25, 1974, and set out what will now be taught to children studying the second stage of general basic education (11-14).

The new order said: "The system of education constitutes an indispensable base for reaching a democratic society in which peaceful and harmonious coexistence allow the individual to fulfil his potential, contribute to the well-being of others and consider respect for other people as a general and necessary value."

Pupils will study the Declaration of Human Rights, the plurality of political parties, how to respect other people's opinions and other aspects of democracy.

The order of June, 1974, which was the last in a series issued by General Franco's governments on indoctrinating children with the virtues of his regime, dealt with the National Movement, the only legal political organization, the education (the state-run trade union) and the general principles of the Spanish democracy.

South Africa

Teaching to be 'upgraded'

from Louis Hotz

JOHANNESBURG

The long-awaited new deal for the South African teaching profession, foreshadowed by the Minister of National Education, Dr Piet Koornhof, earlier this year has been confirmed. But it will not be fully implemented until the country's financial position improves.

The proposals include provisions for a salary structure which would give more recognition to qualifications. There will be larger increments at all levels. It is hoped that this new emphasis will attract more graduates to teaching.

The plan will also introduce identical salary structures and benefits for all races. This has been particularly welcomed by non-White teachers, although they have stressed that they will go on pressing for equal pay for equal qualifications without waiting for the new scheme to be implemented.

Malta

New Minister named

Dr Philip Muscat, a medical general practitioner who has been an MP for several years and recently a deputy speaker of the House of Representatives, has been named as Malta's new Minister of Education.

Dr Muscat's first action was to issue a circular on discipline.

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LETTERS

Freedom to speak

Sir,—Mr David Terry (November 26) asks that I—as one of those "who played prominent parts in previous, and now regretted trends"—*should* "have the grace to remain silent". I hope he will *forgive me* for not having the grace to ignore his letter which raises some interesting points.

First, I should like to correct his suggestion that, in the heady days of the early sixties, the SMP encouraged teachers to discard the inculcation of basic skills. Certainly the early SMP books—Books 1-5—did not include the then conventional pages of drill examples, but in supporting materials and in the annual reports (reprinted as *The S.M.P.: The First Ten years*, published by CUP) the SMP always *encouraged the individual teacher to assure that his pupils had a sufficiency of "skill"*.

It was under influences alien to the SMP that teachers in general appeared, in the 1960s, to be *discovering* the need for basic skills, and indeed by 1974 the SMP had become so anxious that it published a pamphlet, *Manipulative Skills in School Mathematics*, copies of which are still available on request to the SMP office.

In this pamphlet the SMP considered in some depth the reasons *why* basic skills seemed to be on the decline and gave a detailed schedule of mathematical skills which should, in its opinion, be the aim of boys and girls at various ages and of various abilities. In particular, the latest work of the SMP—the seven to 13 project soon to be published—places due emphasis on hard skills as well as on the other main aspects of a mathematical training.

There is, therefore, nothing paradoxical, as Mr Terry suggests there is, about my present advocacy, as a past president of the Institute of Mathematics and its Applications, *of a national test of basic mathematical skill*. It is all of a piece with the continuing and developing experience and knowledge that my various colleagues and myself have gained in the teaching of mathematics in school.

But, Sir, your headline "Give others a turn, Dr Thwaites" makes another point. It seems to suggest that relatively elderly individuals such as myself, with great professional interest in education, should go into a kind of premature and voluntary retirement independently of whether they still have anything of interest or value to contribute. It suggests, alternatively, that those like myself are blocking the way for the work of a younger generation.

Neither proposition is, to my way of thinking, sustainable. In the professions (of which education is, perhaps, the greatest) there is in this country freedom for all to associate and freedom to publish; these freedoms are part of our cultural tradition and they enable that tradition to develop and evolve. And it is within that tradition that one hopes, perhaps even assumes, that what is good and true will eventually emerge.

It is within that tradition, too, that the individual is only as good as his work; and in that respect Mr Terry and I are on the same footing with all to play for.

BRYAN THWAITES,
Principal,
Westfield College,
London University.

Sins of our applicants

Sir,—I read the letter (November 19) from the head of Queen's School, Bushey, on the lamentable English department with no surprise. I have recently written for details of posts in secondary and tertiary education in England and have been dismayed by the English used in some of the information sheets I have received.

The sins differed slightly from those of Mr. Bunnell's applicants: There were fewer spelling mistakes though I had an "independance" and an "aquisition", but more examples of ungrammatical and badly written jargon. There was similarly erratic use of punctuation and capital letters.

Grammatical mistakes included: "a wide variety of courses are offered", "the post would suit a new appointment" and there were several split infinitives.

Examples of the confused thinking revealed by much modern educational jargon will be well enough known to most teachers. It will quote only one: "the successful candidate will be expected to *became involved with the* headmistress and committee in developing ongoing multidisciplinary language aquisition courses across the board, while at the same time supervising the planned growth of academic examination studies".

If English such as this is used in official communications by those in responsible positions in schools and colleges, what hope is there for those in their charge?

A. D. MURRAY,
Dept. of English Studies,
University of Oran,
Oran,
Algeria.

They can't even spell

Sir,—I too have been tempted many times to write about extraordinarily poor applications, but respect for confidential communications has restrained me.

Colleges of education who teach their BEd graduates how to spell the name of their degree. Only a tiny minority of the Bachelors who write to me fail to advertise the well known food company. Very few Bachelors of Science or Arts make such an absurd mistake.

Lady teachers who wish to work abroad are unwise to disclose themselves as Ms. Whether a board may wish to employ a "single" social extremist in a closed community is up to the individual board. But who would wish to find his wife arriving with Mr X and children looking for a foreign social security to augment a junior's salary? I could write back to her to clarify this point. Why bother? I have hundreds of sensible applications. (Yes, married men always say on their applications if their wives are working.)

If I instinctively shy away from mentioning the contents of letters of testimonial letters, the outsides of envelopes do not call for confidential treatment. What sort of person could draw a Chad figure on an application envelope with the words "More pay for teachers!" "England for Ever" also seems irrelevant.

I quite like good humoured and lively letters of application. If a young teacher wrote to me that he wanted to justify the money spent on his training, I should be favourably impressed.

C. BUCKLEY,
The British School in the Netherlands,
Tapijtwog 10, The Hague 2018.

Is that why we're on the dole...?

Sir,—We read, with interest, Mr. Bunnell's letter of November 19. Having spent many anxious hours planning and writing application forms for teaching posts, we wonder, on noting the points in his letter, if we have made many of the ghastly blunders that he mentions. Can this be *the reason for our not*, so far, having obtained a first teaching post.

Is there, we also wonder, a special formula for filling in application forms. So far we have tried the confident approach, leaving the would-be employer in no doubt at all about our abilities, and the desperate approach: "We will be prepared to do courses on Croatian, take sixth-formers up Everest, if called upon to do so".

We have not said yet that we are prepared to clean the school at 4pm, but that may come later. After countless applications we are beginning to wonder if grovelling will bear any results. However, after carefully perusing Mr Bunnell's letter, we are now having doubts about ending our next letters yours humbly, longfully, desperately, etc.

We would be interested to receive a copy of "what Mr Bunnell considers to be a suitable application letter.

TWO UNEMPLOYED TEACHERS,
(names and addresses supplied).

Student lawyers—Warwick style

Sir,—Mark Jackson (November 29) states that Kent is "the only university centre in Britain that provides practical training for law students". Although Warwick cannot contest Kent's claim to having been first in the field, we are now in the second year of our own "legal practice" course.

Our aims, as with Kent, are not simply to provide a practical training for law students although in relation to the training of articled clerks, this might well be necessary. We are bringing the practice of the law under the academic microscope partly by identifying the skills inherent in and exploring whether they are capable of being taught and if so by which methods and by recreating practice in the university. The student can feel that the university is his home base and can apply Warwick's wider approach, which he has already encountered in connexion with his academic work, to practical problems. The course already follows Warwick's "contextual" method, studying subjects as they identify themselves in "problem areas" instead of being fenced within traditional black letter law boundaries. In its logical conclusion is not encountered with the legal life problem in its natural setting.

Such courses, which are more the norm in North American law schools, are not only a recognition of the unreality of the classical division between academic and practical law. They have far more important roles to play in the *contemporary* law school. Warwick's course has enlivened individual student interest and provided a great source of motivation for the rest of their work, as well as feeding back cases of general interest into seminar study.

It provides an opportunity for student involvement in the local outside world community and for an appreciation of the problems of people as opposed to the simplistic perception of "legal problems" as being situations with given sets of easily identifiable facts to which *legally relevant criteria can be* applied.

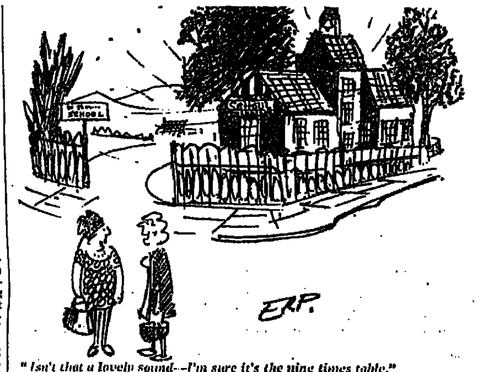
It enables law students to see the legal system from the "receiving end" of underprivileged clients instead of the usual lawyer's eye view, and assist in a fuller emphasis on lower court and pre-court work as opposed to the traditional emphasis on appellate court decisions.

Warwick's course has differed from Kent's in a number of ways. We have involved a smaller number of students. We have not had large funds and could certainly use more than our present meager charitable funding. We have fielded our students out into individually chosen placements of legal interest, and used existing local legal advisory and law centres in some of which *our own lecturing staff are also* involved.

In this way the students have had sufficient independence from the university to allow them to act for whichever client they choose, but are sufficiently connected to allow for the necessary supervision of their tutors. For these reasons Warwick's course will hopefully not flounder on the same rocks as Kent.

At a time when a Royal Commission is looking into the provision of legal services, and there is, therefore, great heart-searching among the legal profession (or at least mind-searching to produce compelling arguments for the retention of its monopolies), law schools might wish spend more time considering what sort of students they want to turn out. Legal practice, or clinical law, courses may well be a useful challenge to an academic discipline which has taught lawyers to divorce themselves from reality.

AVROM SHERR,
Lecturer in Law,
University of Warwick,
Coventry.



"Isn't that a lovely sound—I'm sure it's the nine times table."

Quick—join our CEE campaign

Sir,—Following the Prime Minister's speech on education in October there has been a great deal of concern expressed at school about the future of the Certificate of Extended Education.

The whole of Burnt Mill Sixth Form, including pupils who are not taking CEEs, feel strongly that there is a need for this examination. We feel that there are many pupils who want to stay at school after 16 for whom the present examination structure of CSEs, O and A levels is not appropriate. They may, for example, wish to stay on only one year.

What is in question is the speed with which the examination is officially recognized. We believe it should be recognized as soon as possible, preferably in a matter of weeks rather than months. Our reason for this urgency is that since the Prime Minister's speech the doubt thrown on the future validity of a CEE has created yet more worry for those seeking employment and for those considering taking up training or apprenticeship courses on leaving school.

We feel that our concern will no doubt be shared by a great number of people throughout the country and would like, through your newspaper, to urge everybody who feels that the CEE should be recognized, and quickly, to make their views known to the Department of Education, their MPs and anyone else whose influence may help settle this matter.

LEIGH HORTON,
RACHEL POULTER,
Pupil Representatives on Governing Board;
FRANCIS INGLEBY,
Chairman, Sixth Form Social Committee;
Burnt Mill School, Harlow, Essex.

Blind leading the blind

Sir,—Within the relatively short period of 13 years in the teaching profession, I have become more and more aware of the need for teachers of children on exam courses to sit the same exam as their pupils, whether it be at CSE, Ordinary or Advanced level.

My suggestion, although seeming somewhat outrageous to many, would be of benefit to the profession and to education in the following ways:

Because syllabuses are constantly changing it would provide the teacher with an ideal way of keeping up to date with the curriculum.

It would give teachers a first-hand knowledge of the examination and the need for emphasising to pupils the importance of "timing".

Future employers would be made aware of the suitability of candidates for posts of examination responsibility.

Certain teachers—only a small but significant number—would be deterred from teaching at a level above their own capability.

I make the last point on behalf of the many pupils in our secondary schools who find themselves in the teacher/pupil situation of "the blind leading the blind".

T. A. MARSHALL,
formerly head of mathematics,
Featherston High School, Southall.

Short-term interests won the day

Sir,—As students who have benefited from the unique Kent University experiment and as intending practitioners, we are concerned at the effect of the closing of the Law Clinic both upon the academic reputation of our university and upon the legal profession.

It has been recognised by the Ormrod report, 1971, that legal education in this country is in need of fundamental reform to bring it into line with the training of other professions such as medicine. One possible avenue of reform to bridge the gap between academic teaching and the needs of the profession and, more importantly, of its clients has been seriously obstructed.

The principal consideration in senate's decision to sever its connection with the Law Clinic was undoubedly financial. We can only lament that the university has chosen to uphold the short-term vested interests of its academic community at the expense of long-term investment which would have produced very real dividends for academics, lawyers and the community as a whole.

R. J. A. STEWART
M. K. THOMAS
D. V. WATLING.
Eliot College, University of Kent.

Just cause for discontent in Kent...

Sir,—After a meeting of senate at the University of Kent on December 1 it now seems likely that the Law Clinic will be effectively closed in the near future. Certain facts ought to be brought to public attention.

First, many of the law students presently at the university chose Kent because it had a law clinic, in which they could obtain a practical experience of the law alongside an academic course.

Second, the clinical aspect of the course was heavily publicized by the university to prospective law students.

Third, in just 21 hours a petition gained 1,500 signatures in support of the clinic.

Fourth, the Law Clinic provides a valuable service to the students as well as to the people of the Canterbury area, though I fully realize that in the past some activities of the clinic may have caused some embarrassment to some of the higher ranking members of the university and local government.

However, in view of the first two points, I feel that if the mechanism closing the clinic is not stopped, the students will have justifiable reason for discontent in the actions of senate. As I subjectively see it, it will amount to no less than a betrayal of students and their interests by senate.

Should the decision not be reversed, the university should, at least, offer compensation to any law student, to the value of one year's full grant and fees for those in their first year and two for those in their second year, should they now wish to move to another university.

I am a student but not a law student at Kent University.

SEAN ELLIS,
Rutherford College,
Kent University.

Odd way to proceed

Sir,—In your leading article "Up Against the Law Clinic" (December 3) you repeat certain allegations about our conduct whose only source is the report of Professor Bird's working party into the Law Clinic.

These allegations relate to the holding of meetings, presentation of reports, and the quality of our advice.

May I point out that as supervisor of the clinic I presented full written reports at each meeting of the management committee which, until the inception of the working party, met each term under the chairmanship ex officio of the dean of the faculty of social sciences.

The Bird Committee did not in the course of its work indicate that any suggestion had ever been made which might cast doubt on the quality of our advice. In their report they neither cited the source of such suggestions nor did they particularize as to their content, nor did they comment on their validity.

Yet they chose to embody that suggestion in their report. This seems to me a rather odd way of proceeding, and one calculated to cast doubts on our administrative efficiency and professional competence. I drew this to the attention of the faculty board, of which Professor Bird is a member, in my written observations on his committee's report. Professor Bird has not chosen to justify those slurs.

Perhaps you would allow me, Sir, through your columns, to invite Professor Bird to substantiate his allegations or publicly to withdraw them.

ADRIAN TAYLOR,
The Law Clinic,
University of Kent.

Illiteracy in the Department

Sir,—Is it not possible to insist on a little more intellectual rigour in the debate about standards in schools? Sir Alex Smith is quoted (December 3) as saying: "There was probably some truth in the idea that standards were slipping in schools." Standards of what? Judged by what criteria? And on what evidence?

Incidentally, in the "annotated agenda for discussion" which the Secretary of State for Education and Science has issued, there occurs, in a paragraph headed "Use of Language", the following sentence: "The question is how far do problems still exist and what can be done about them?" If that is an example of the standards of literacy in the DES, then it is evident that standards in school are not slipping.

GEOFFREY THORNTON,
4, Hurstwood, Waverton, Chester.

Mode three for Os and As?

Sir,—Chris Woodhead writing about the CSE Mode 3 English syllabus (November 26) says in his final paragraph: "It is a pity, perhaps, that when it comes to O and A level, as in similar approaches". In fact both the Oxford and Cambridge Board and the Oxford Delegacy accepted our very similar syllabus for O level which we have been running for five years.

We have had no difficulty in getting staff coming in to the scheme and the scheme itself being accepted by new pupils constantly to check criteria and effects. Apart from the increased enjoyment and involvement of pupils, we have been gratified by praise from both boards of our assessments and of pupils' work.

I am sure none of us would prefer to revert to the traditional syllabus. Despite the extra workload, Curiously enough, while O and C were pleased to reward our labours on their behalf, Cambridge made us pay for the privilege.

A. D. M. BANNERMAN,
89 Colum Road,
Cathays, Cardiff.

Saying 'no' to Boyson

Sir,—So Rhodes Boyson wants both complete parental choice and nationally enforced standards at seven, 11 and 14. What will he do if thousands of other parents choose, as I shall in such circumstances, namely that my children shall not participate in such a farce?

Or isn't complete parental choice that complete?

P. R. SHELTON,
11 Rooks Farm Road, Yelland,
Barnstaple, Devon.

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At the middle of the core

Sir,—The demands from some teachers and heads, reported in Bob Doe's excellent article "The end of the middle?" (November 26) that some local authorities should exercise more coordination and control over what is taught, should be resisted—or supported.

While I am an avid supporter of the middle school principle, too little attention seems to have been given to the problems which arise when children enter areas reorganized along three tier lines, from those where an 11-plus transfer is well aware that our school's view of the needs of children in the nine to 13 age group differs from many other schools catering for the same age range.

This should be cause for concern for both parents and teachers. Many of us have been disturbed for many years that the quality of education available for a child may be dependent on the area in which he lives as some local authorities offer a greater proportion of selective school places than others. Yet many parents are now reflecting that varying standards of opportunity for their children may exist owing to the differing types of secondary reorganization adopted by local authorities.

While in general terms I believe these fears to be unfounded, an English national core curriculum which highlights the expectations to be made of pupils, teachers and schools and the demands of society would be generally beneficial. It would help to ensure that the quality of education is relatively uniform throughout England, thus reassuring parents likely to move from one part of the country to another. Secondly, it would help to reduce the enormous amount of time teachers spend on curriculum development and enable them to concentrate on the effectiveness of their teaching methods. If some form of English national educational record card could also be used, it would help to ease transfer problems.

JOHN RICHES,
Head,
Emmanuel Church Middle School,
Billing Brook Road,
Liags,
Northampton.

Rights for school bookshops

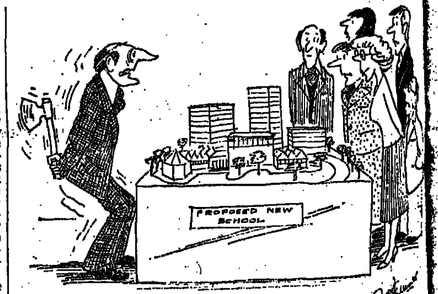
Sir,—As I left the over-youngsters running our school bookshop I confidently realized what an incredible retail service schools provide: free staff, free premises, free rent, free heating, costs half for a £10 per cent discount.

While the School Location Movement is undoubtedly a splendid development for youngsters, what precisely does it represent for publishers? At the beginning of a retail chain with virtually no running costs—a "first" in the field of marketing?

Original order-less publishers must long supply their bookstores. Have we a right to expect a return on these representatives? What is not suspicious about is a certain disingenuousness from publishers about the commercial needs of the School Bookshop Movement.

I am not suggesting that the wholesale margin should be increased to the point where booksellers on the streets decide selling books for school pupils is a waste of shelf space. But I am suggesting that a 10 per cent discount is derisory in view of the service which is being provided.

MARK HEATHERSTONE WITTY,
The Leverhulme School,
Cambridge Road,
Sawbridgeworth,
Hertfordshire.



"And now, the bad news."

Physics in its scientific context

Sir,—Before Mr Batchelor (December 3) *criticizes the physics component* of unified science courses he should consider whether the O level physics schemes he prefers are appropriate for different sections of their clientele.

Present physics courses may, indeed, offer a sound preparation for pupils who emerge still interested in science-related careers, but is their content sufficiently relevant for those whose inclinations lie in a different direction?

While syllabus content remains virtually closed to negotiation by all but physics teachers it will continue to place undue emphasis on the conceptual structure of the subject. The physics component of a unified science course, by contrast, emerges through negotiation between teachers of different subject backgrounds and different perceptions of what should be included.

From the ensuing debate a balance emerges between the "grammar" of physics and other legitimate considerations which then influences, but rightly does not dictate the choice of content made by the physicists involved.

DEREK HOLFORD,
Combined science group,
University of Leicester School of Education.

Learning to love country homes

Sir,—Bob Doe's report "Welcome to the siege" (December 3) raises some important issues.

It is a pity that the conference at Longleat was not supported by more educationalists, though those who attended contributed a great deal. With the rare deluded exception, the owners did not see educational visits as the solution to their financial problems. A surprisingly large number now realise that our national heritage of great houses, castles and gardens will only survive in the future if the next generation understands and enjoys them.

Nevertheless, like administrators of all sites which receive school parties, they were concerned about the low educational standard of some visits: too many parties simply arrive unbooked and unprepared, with the children either ease adrift or given ill-conceived questionnaires which have little educational value. How can we overcome this?

I must also point out that the Marquis of Bath is neither the president of the Historic Houses Association nor a member of its council and his views do not represent those of the association.

JOHN HODGSON,
Director,
Hertford Education Year.

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TES SPECIAL INSETS 1977

A complete list of the special inserts planned for publication in the TES during 1977 is available from The Advertisement Manager, The Times Educational Supplement, P.O. Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

Sport

Obstacles fail to stop Debbie

Debbie Cottrill, the 14-year-old from Malvern Hall School, Solihull, came second in the British figure skating championships at Richmond last week despite two serious setbacks this year.

In March she had an operation to get rid of a painful lump on her ankle which took two months to clear up and which affected her training for much longer.

To make things more difficult the nearby Solihull rink was closed for seven months for repairs.

This meant that Debbie had to travel to the Deeside rink, near Chester. Because of the extra distance and the needs of her schooling she has trained less than usual which makes her second place behind Karena Richardson, at Richmond, all the more remarkable.

It certainly puts her on the short list for selection for the team to compete in the European championships in Helsinki at the end of January.

Debbie also earned a mention in the record books when she became the first British girl to attempt, and succeed, with a triple rotation jump. Her whole routine was full of difficult jumps—26 in all.

In the men's event, won by Robin Cousins, fourth place was taken by Mark Peyperday, the 15-year-old junior champion, who goes to Matthew Holland Comprehensive School, Selston, near Nottingham.

Debbie: on short list.

Back repeats victory to take badminton title

by Stanley Levenson

Chris Back, of Thames Polytechnic, London, and Nick Yates, of Langley Park School, Beckenham, Greater London, who clashed in the finals of the all-England under 15 badminton championships in January, met again in the finals of the schools under-16 tournament in Derby last week. Again, Chris Back was the winner, by 15—5, 15—7.

In the girls' singles Gillian Clark, Ashford School, Kent, the 1975 schools under-14 champion, beat Sally Leadbeater, Guernsey Ladies' College, the all-England champion, 11—5, 11—2. The two girls, who are *young enough to compete again* next year, were also in opposing courts for the girls' doubles final. This time Miss Leadbeater was on the winning side.

She and Nancy Rollason, of Wolverley High School, *Kidderminster*, joined forces to beat Miss Clark and Rosalind Wardle, of Britain's champion badminton school, Henry Cavendish, Derby, by 15-10, 15-9. At the all-England event Miss Rollason and Miss Wardle had been partners—and champions.

Back and Yates, who won the all-England boys' doubles, were unable to repeat their victory at Derby. They were beaten 13-15, 17-16, 15-5 by Don Burden, High Storrs Comprehensive School, Sheffield, and Anthony Price, Abbey High School, Redditch.

It was a particularly satisfying result for Burden, who broke an ankle earlier this year and was still encased in plaster in mid-November. *This was his first tournament* since then.

Yates, after two defeats, eventually became a champion, combining with Miss Leadbeater to beat the unseeded pair, Stephen Baddeley, Hove Grammar School, and Anita Bravington, Bucks, 15-5, 15-3 in the mixed doubles final. Baddeley and Bravington had caused a shock in an earlier round by eliminating the top-seeds, Back and Wardle, 4-15, 15-4, 15-9.

A newcomer who caught the eye was Diane Simpson, Upton Hall School, Pontefract, who, unseeded, reached the semi finals before going down 0-11, 11-7 to Miss Leadbeater.

Most of the top school players *will* be competing in the all-England junior badminton championships at Wimbledon in early January.

Safety tests for young riders

Road safety and riding tests for young and inexperienced riders were held recently at the Royal Showground, Stoneleigh, Warwickshire.

It was a pilot scheme organized jointly by the British Horse Society and the Warwickshire County Council. The aim was to alert riders to potential dangers on roads and to ensure that they knew what precautions to take.

A panel of road safety officers and teachers from riding schools conducted the tests. They examined candidates' reactions to various situations, their control over horses and their ability to ride safely.

Riders were tested in the *Highway Code* and the B.H.S. Riding Test, and how they put their knowledge into practice. They were required to ride horseback and while leading horses on roads carrying reasonable amounts of traffic.

Riding is becoming more popular with young people, but many riders and horses are inexperienced. Similar tests are to be organized in other parts of the country.

Grants to talented

Thirty boys and girls representing various sports will be selected to receive grants from a sports trust set up by the Wolverhampton Sports Advisory Council. The trust proposes to set up in collaboration with local commerce and industry.

The council estimates that it costs up to £650 a year to maintain a young international-class swimmer, an amount which only a few parents can provide. This plan is hoped will enable commerce and industry to contribute to the trust from which talented young people can get financial backing for coaching and training.

Mr Peter Holmes, the chairman, said: "In our opinion, no one seemed to be making plans to improve upon the country's good record of sporting achievement."

Aching to play

Britain could be the world's best badminton power if her young players had proper facilities, said Mr Maurice Robinson, who coaches young players at the Bletchley Sports Centre and Birmingham University, last week.

There was no dearth of talent. "We are loaded with it, with well over a million boys and girls in secondary schools alone aching to play. The real problem is where are they going to learn the game. The situation in a city the size of Birmingham, for instance, is appalling."

Tips for acrobats

Acro 1, the British acrobatic champions, from Leeds, who represented Britain in the world championships in Poland earlier this year, will give a display at Desford Grange School and Community College on Sunday.

Afterwards the 20-member team, who came *fourth* behind Russia, Poland and Bulgaria in the world event, will hold a coaching session for youngsters and adults.

People

Schools

Mrs Doreen Clery, head of Cayley primary school, Poplar, is to be the new head of Ben Jonson primary in Tower Hamlets.

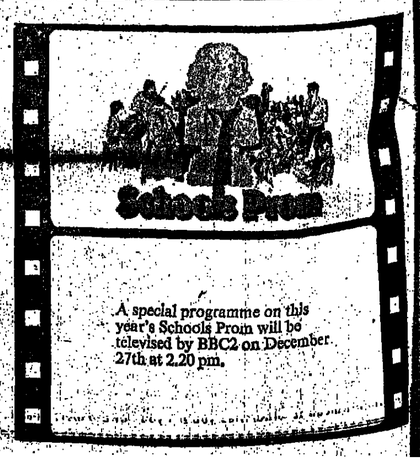
Universities

Dr Peter Scott, director of education is to be professor of educational studies at the Open University from April next year.

Mr J. C. Hayward, principal nursing officer (research) at the Department of Health, to be professor of nursing studies at Chelsea College from February 1.

Mr M. J. R. Healy, head of computing and statistics at the Medical Research Council's Clinical Research Centre at Northwick Park Hospital, to the chair of medical statistics at the London School of Hygiene and Tropical Medicine.

Mr D. E. Noakes, reader in veterinary surgery at the Royal Veterinary College, to the chair of veterinary obstetrics and diseases of reproduction.



A special programme on this year's Schools Prom will be televised by BBC2 on December 27th at 2.20 pm.

16/17 China **18** Arts features **19/23** Books: history; feminism; society; religion; geography texts **24/25** Resources: Christmas; maths; Shakespeare **26** Talkback: politics; governors; special schools

OK, now listen...

by Tom Lowenstein

OK, sit down Albert. Will you all please *sit* down. Sandra! Sit down, Neville. Sheridan, please. Put it away now, Hilbert. Mehmet, come down: don't swing. Everybody sit down. OK, now, we're starting. Gloria, give me that and sit down. OK, everybody, this lesson has *started. Come into the* room, Christine, you're late, yes, this is your lesson, Angela, I don't know where she is, she should be here. No, close the door anyway. Wait a minute, no, close it. OK, now, quiet please, everyone. Now, right, what we're going to do is, I don't think I asked you to talk, Elaine. Now, you'll remember last Tuesday we were—Larry I —talking about capital letters. Listen, we can't start till you're listening, will you *listen*. Thank you, Charlie Wall. Now, if you'll let me finish the sentence I started. No, you can't go Ibrahim: you had all break. OK, everybody, shut up. When you have shut up, we can start with a capital letter. Shut *up*. Linda, that hairbrush, please. Come on, and the mirror. Now listen, if this goes on a minute longer, I'm going to have to get angry, and I mean what I say. All right. Now, listen, what we're going to do this *afternoon is make a list*—Terry—OK—make a list of all the words we can think of—No, don't start yet. Richard, get down off that cupboard, please. Now, OK, just be quiet and listen. OK, you can't have finished Allen, I haven't told you what you're supposed to do. Don't bring it up here, keep it on your desk. I'll *look* at it afterwards. Dennis, keep your hands to yourself please. OK, listen, I am *not* going to stand here shouting at you. OK, *this list is going to have* all the words, and you can work in twos if you want. *Wait*, don't move the desks, I haven't told you to start. You two are not going to sit together, I've told you three times: you can work with Christine, you can work by yourself, but until you learn to behave in my class, you are not sitting anywhere near Jackie. Now, listen, I've torn these bits of paper up for you, and you can divide them into two columns.

Well, I'm sorry, if it isn't fair, that's too bad, isn't it? You've had three chances, but you had to go and spoil everything. Now, what I want you to do, is put any word that *doesn't* start with a capital letter in the left hand column. Diamond, right. And then, in pencil, put another word, *another* word, OK? that *does* have a capital letter, opposite, OK? No, they don't have to rhyme, but they can if you want. No, no poems until you've got 15 words in each column. Now, if you get the word in the column on the left right, and the one on the right wrong, then you get one mark. If you get the words in both the columns right, OK? That means you get two marks. Cynthia! Come out, put your lipstick away and turn round.

OK, then, give it to her. Hurry up. Now, if you spell one word wrong, in either column, you lose half a mark, and if you spell both words wrong . . . you'll get it back at the end of the period, Linda . . . Yeah, OK, you lose a mark. All right, now, go up to 12. (all right, thank you, Michael, 24), and then look the words up in the dictionary. Will you shut up now, Michael? OK, wait a minute, I haven't finished yet. Everybody don't start! *Don't* start! OK, wait, listen everybody. Listen everybody. Everybody sit down. Sit down, everybody. Sandra, Peter, Elaine, go back to your seats. Susan, sit down; Linda, sit down, sit down, Maureen, I'm sick of telling you, wandering about whenever you like. OK, now listen, it's a quarter to three already: this is the last time I'm telling you. You have got to learn to listen. Now I mean it, otherwise you'll do them: otherwise there'll be real trouble.

Now, OK, listen everybody. Shut up. Be quiet. Teddy, *this is not assembly: you don't do it there, so don't do it here.* OK, unless you all shut up, and I mean it, I'm going to give everyone 50 lines. This time you had better understand and listen. I mean it. I'll give you three to shut up. Be quiet. One, two, I'm warning you, three. OK, OK, 50 lines everybody, 50 lines. No. If there's another squeak out of anyone, it'll be another 50. OK, Michael, thank you, thank you very much. I'm sure we all appreciate it: 100 lines, 100 lines everybody. And it's going up, I'm warning you. Ssh, Ssh. OK, now quiet. Get out your pencil, get out your books. No, I'm not giving out any more pencils: I've lost three boxes since half-term. If you can't do them now, you'll do them after school. You had your warning. No, you'll have to just sit there and go to sleep, won't you? Now, OK, leave a margin, leave a margin of an inch. In the back of your book, idiot. If you've lost your book don't come running to me: it's just Friday afternoon, OK? You've had your warning. OK, hands up who hasn't got a pencil. A Biro or a pencil. Why can't you bring your writing things to English? You take them to maths, and you take them to geography. Why can't you bring them to English. You must bring your pens to English. OK, who hasn't got one? Put your hands up. Come on, hands up. Listen everybody, put your hands up. OK, let's see, who hasn't got a pen? *Look, one hand each*, now I'm going to have to start again. Do you know what time it is. It's after three. I'm not going to waste any more of my time. OK. 1, 2, 3, 4, 5, 6, 7. 7, Hilbert, 8, 9, sit down—Glynis, did you put your hand up? Then say so. Where was I? Everyone I counted put your hands down; not that side. This side, put your hands up. Which side are you, Philip? Don't move if you want a pencil. I don't care, bring one to English. OK, where was I? Thank you, Mr Farley, I can count *fairly* well without you. Now, everyone who doesn't *have a pen just put your hands up again*, and this is the last time. OK, shut up.

Wait a minute, wait a minute. Wait a minute, OK, hands up who has got a pen, come on, quickly, hands up, *handsup*. OK, you're not telling me that out of 37, only six of you? Now look, Marilyn, where's your pen? Well, you should have put your hand up. Why didn't you put up your hand? Billy, where's your pen? Well, get it "off of" him, no not now. Frank, where's yours? *Don't* talk to me like that. Come on, hurry. Now listen, I'm warning you, this is the last time I give out pens, OK? This school is not a charitable institution. Bring your pens. Bring your books. There'll be trouble otherwise. Now, OK, who hasn't got their book? People with no books raise their hands. OK, I want to see this: who, put up your hands, who hasn't got a pen *or* a book? Is your hand up or down, Mehmet? No, I don't have your book. OK, this is the last time. Eileen, give the paper out. Wait, not yet. People who want paper put their hands up. OK, Eileen, one piece, one piece, Michael. Victor, give the pens out. No, not to people who've got pencils. *Don't throw them, Victor. OK, give them* to Errol to give out. Well, do it quietly. Hurry. OK, does everyone have paper? Pauline, why don't you have *anything*, quick, come and get it. No, *sit* down, Eileen. OK, who hasn't got a pen? Not funny, Allen. OK, everybody, I'll write it on the board. Give me that chalk, Neville. Give *it*tome. If you don't understand what it says, just wait, I'll read it back to you. OK, everybody. Look at the board, Pamela, look at the board. Pat! Pat, look at the board, Larry, Ramesh, look at the board, please. Everybody look at the board. OK, if everybody's looking at the board, Terry, OK, now, 100 times, OK, on separate lines—Sandra!—"I must sit down and behave in English". Shut up, Yvonne, if you weren't, then don't start. Notice the capital letter at the beginning of the sentence, Sheridan. And next time—Albert, I think I told you to sit down. Neatly, I told you. I don't want anyone finishing ahead of time. OK?

all be in on Friday afternoon. OK, if you want to stay in, that's fine by me. All you have to do is sit down. Put it away, Albert. Don't be silly, you know I didn't mean that. You're being very silly this afternoon, I don't know what's wrong with this class, but if you want to behave like children, OK, I shall treat you like children. Charlie, *stop* that, put him down. OK, Charlie, that's 50 lines. No, not now. OK, now when I've given out the paper, I want you to rule a line in pencil down the middle of it. No, it doesn't matter which side of the paper you use. Look, I'm not stupid. No, you'll have to use your own paper, Charlie. Oh yes you will

Tom Lowenstein taught English in Epsom and Hackney before moving to America.

Keeping the flag flying

Mary Neville records some rather different impressions of the Chinese school system from those of many foreign visitors

What makes a Red Chinese school different from an English one? The language barrier and the control which Chinese hosts exercise over a foreign visitor mean that she is told and shown only carefully selected facts and institutions.

But I was lucky in two respects. I was a wifely appendage to an official construction industry delegation, and while the men were busy with precast concrete factories and construction sites, I was taken on my own to schools and kindergartens. Through my interpreter I could ask as many questions as I wished, and pursue a topic until I gained at least a partially satisfactory answer.

But when the whole delegation visited a kindergarten or a nursery this was also useful. While the men smiled benignly on the children singing and clapping in our honour, I was able to slip back to see what was happening after our group had passed by, or to watch the teachers when they believed we were safely in the next room. (This rather reprehensible behaviour was no doubt the result of experience in England in teacher training, and teaching practice assessment.)

So I saw some interesting incidents. On a visit to a workers' model residential village in Shanghai we saw a nursery school and kindergarten, both open from 7 am to 5 pm. The kindergarten was for children of three to six and there were six classes, each of approximately 30 children.

[illegible] while two children watched. There was a similar set-up in another room. The children sat in a circle while two children rode tricycles in the centre. As we left, I slipped back to these rooms, and was relieved to find a state of general chaos. In one room they seemed to be playing blindman's buff.

There were almost no materials. Even in the nursery there were only two small toys on a shelf in each room, and in the kindergarten the supply of books on the shelf was tiny; the books were well-used and badly produced, small, with comic-book style of black and white illustrations. In one room a small group was doing jigsaw puzzles—two puzzles to ten children.

In the playground of the nursery (for children up to the age of three) there were two climbing frames, two Wendy houses and one slide. However, one class of 30 seemed to be allotted to these at a time, and this made for crowded conditions. Leaving my companions to listen to a charming little concert, I went back into the playground in time to see two small boys in sharp argument over a coveted bar of a climbing frame completely covered by children. The teacher did not hesitate in her "criticism". She gave them each a slap. The Wendy houses, too, looked strange. Into each was now crammed an entire class, so that the effect was rather of a Chinese "Old Woman who Lived in a Shoe", and seemed to be leading up to a situation that would produce further "criticism".

The children were charming; chubby and smiling, rosy-cheeked with shining black hair and eyes, as they clapped and sang and chorused to me "How are you, Aunt?" But their training must have been wholly didactic and in very formal situations. Of course, we saw the show kindergartens and nurseries, but I did once get a glimpse of a nursery in a factory we were visiting. I was politely moved along, but not before I had seen the small, dreary, grey and cold area with *no materials or equipment*, and just a few broken-down chairs and forms.

Not all children go to nurseries or kindergartens. Many stay at home with their mothers, or with grandmothers, until they are old enough to go to school. Nurseries are provided where possible until school age. In fact, in cities, there are not enough places to meet the demand, even though pre-school education is not always completely free. In a Peking kindergarten I was told that parents paid 12.5 yuan a month (about £4) but this is expensive in terms of a typical monthly wage (60 yuan). In Shanghai the cost was only 7.5 yuan, including at least one meal a day.

A visit to a Chinese school is gratifying to the foreign visitor. To begin with, you are expected, and waiting at the gate as your car rolls up is the chairman or vice-chairman of the revolutionary committee of the school, and probably a teacher (either "specialist" or "worker") and in Shanghai, rather surprisingly, someone called unashamedly the leader of the workers' propaganda team. Of course, there will be children too.

Sometimes there are two or three members of the Red Guard (similar to the Russian Red Pioneers and wearing the familiar scarlet neckerchief); at one kindergarten several children met us dressed up in "minority" national costumes; in another school, two little girls flung the door of my car open and each seized one of my hands, encouraging me out of the car. They kept a really tight hold until I was safely in the school, and then they quite suddenly let go and disappeared.

At this point, the vice-chairman, rather curiously, unlocked the committee room where I was to take tea and hear about the school and, more ominously, locked it on the inside before we sat down. Usually, as the car arrives and leaves there is a guard of honour of children all smiling and clapping, and flanked by a large blackboard on which are written in coloured chalk, with the typical pictorial embellishments of the party poster, such slogans (so I was told) as "Welcome to the Honoured/Distinguished English Guest". Contrast this with my efforts in many English schools even to find the office, and you will see how the Chinese reception can easily overwhelm the simple English visitor.

I saw two elementary schools for children aged about 6½ to 12½. Then follows the middle school, which I did not see, until the age of 16, when formal schooling ends. Only after a minimum period of two or three years working in the fields or the factory can young people be considered for further education, and their selection under the Cultural Revolution [illegible] in the factories or communes where they work. Political consciousness is the first concern. Only after that will technical knowledge or intellectual ability be considered. During the three-year course at Peking Tsinghua Technical University about one-half of the students' time is still spent working in society or on practical projects.

It is no wonder that political education is of great importance in schools. Even at the elementary schools, about three weeks out of every five months is spent working in the fields or factories, and there is usually a mini-factory within the school so that the children gain a "respect for the dignity of labour".

At the Hsin Hua primary school, in Peking, well known to foreign visitors, I asked the vice-chairman of the revolutionary committee whether the children during their 90 minutes a week in the Chinese *chequers factory* had to work to any quota system. "No, no," he answered, "the purpose of the factory is so that children will learn how to produce, and understand the thinking of the workers"—thinking surely coloured by their work quotas!

In Kwang Ling Road primary school in Shanghai the class of nine-year-olds *saw in the school "factory"* were sticking cardboard boxes together, and then painstakingly covering them with paper. They reminded me of an old-time [illegible] work class, but one where the children were condemned to *work at the same task* during each weekly lesson for four or five years.

Since the Cultural Revolution, the schools are integrated with "the struggle of the peasants and the workers" and the "specialist" teachers, who are the normal teachers of maths, Chinese, and science, spend one day a week in their *original* worker, peasant, or soldier unit. "Worker"-teachers, members of the local community, may also come into the school and help with more extra-curricular activities. The children, too, are encouraged to integrate their workers' peasant life with school work.

In Shanghai, a class of 10-year-olds were discussing the first visit by five of their number to a factory (actually a barber's shop) the previous week. I inquired apprehensively what work the 10-year-olds did at a barber's, but was assured that they only washed the towels or swept the floor. These five children, on their return, had to write a composition, summarising their experiences, so that the whole class of 40-50 could use this as a basis for writing a composition.

The first child praised the revolutionary committee of the school, made up of teachers, children, workers and retired workers, for their decision to send the children to the barber's shop, and thanked them for choosing him. The next rose and said that in the barber's shop he had seen a man who had recently moved from the status of worker to be a member of the barber-shop cadre. What impressed the child was that this man still worked part of each day as a barber.

The next child explained how the children had *helped* the barbers through the children's knowledge of mathematics: they had shown mathematically that if a barber shaves one man in five minutes, he will shave x men in the whole [illegible]

The barbers were grateful to learn this and, in turn, had helped the children by suggesting that they might increase the output (quota) of their school cardboard box "factory".

A fourth child recounted how he had found five yuan (about £1.50) in the shop, but had not kept it. He had asked everyone until he found the owner. The teacher seized on this "summary" and asked the child why he behaved as he did. On getting an answer heavily biased towards noble and *moral motives*, the teacher commended the child warmly, commenting that he showed a true revolutionary spirit. To have kept the money would have shown a bourgois spirit. This final summary was then chosen as the topic for the composition.

All the children were deadly serious in their accounts, and I later saw the same five children (all Red *Guards*) giving a political education lesson to the seven and eight-year-olds. They used pictures drawn by themselves and they used a first set, all coloured predominantly grey and black, to illustrate such themes as the oppression of the peasants by the grasping landlord. I was hurried on to the next room before the end of the lesson, but as the later pictures were all in red and showed happy workers and red flags with glorious sun-bursts, I could guess their message.

The preparation for these pictures was seen in the next class of 40 or so new seven-year-old entrants. They were having a drawing lesson and were now on lesson two, in which they copied, from their sewing copy books or the blackboard, a clenched fist. The earlier four lessons had been: a red flag, a hammer, a slasher and a gun. By the fifth-year class these lessons had progressed to copying a picture of young Red *Guards and painting* the scene in water colours (bought by the children). In the Peking school there was also a weekly calligraphy lesson, which could be taken further in after-school classes in the same way as music, drawing and singing. I am told that the art of calligraphy is still taught, as it is useful when writing wall posters.

What of the three Rs? All teaching is whole-class (with a range in class numbers of 40-60) and quite traditional in style, with lots of unison chanting. The arithmetic seemed to be of a good standard, and the mental arithmetic of those children called on was of a level not generally reached nowadays in our schools. The big teacher's abacus hanging over the blackboard and the little ones on each child's desk—not overtly used during the mental arithmetic—*naturally intrigued me.*

The standard of literacy I could not gauge accurately, but the Chinese face enormous problems in this area, and devote about two hours a day to various aspects of Chinese.

One common language (Putonghua, the Popular Language, based on Mandarin) has now been adopted throughout the *country*, and so in Shanghai and Kwangchow (Canton), for instance, the medium of instruction is not the spoken language. When I asked the chief teacher of the workers' revolutionary committee in the Shanghai school about *the problem*, she laughed and admitted that it is a great difficulty.

Outside the school and in the playground, she said, the children certainly speak the Shanghai dialect, but in school it is all Putonghua. From what I could tell, the older children, at least, spoke fluently and easily in a formal situation, but *naturally* I could not judge their accent.

This switch in language poses an even greater problem for a writing system which is ideographic. Of course, if the Peking *child sees a written character* that means for him *cow*, all is well. The Shanghai child, seeing the same character, relates it to a different oral word. The Cantonese child thinks of yet another word when he sees the same character.

To solve this problem, the Chinese have introduced a phonemic alphabet—our own Roman alphabet, or Pin Yin. The English visitor receives a shock to enter the first class in the primary school to the chanted strains of A B C, somewhat altered in pronunciation.

In the first reading book (a small, poor *quality book with* few coloured pictures and small print), the initial 20 pictures or so are solely in the Roman alphabet. Thus *cow* would be written throughout the whole of China as *niú* whatever the local dialect word might be, but later it would appear as the Chinese character which could lack any phonemic content. As the first reading book continues, more Chinese characters are introduced, and by the second book of the first year all is in Chinese, although new words are still given in the Roman alphabet the first time they are presented.

The directional convention of the writing has also changed. Since the Cultural Revolution texts have been written horizontally and from left to right. Some literary works, however, and Chairman Mao's poems, for example, are still *written vertically and from right to left.*

In Peking the vice-chairman of the revolutionary committee, perhaps rather foolishly, asked a third-year boy to read some *of the Chinese written in the Roman alphabet in the first-year book.* He could not do it. Perhaps he could read the Chinese characters, but the phonemic alphabet was no help to him (of course he was present because of his excellent political consciousness).

There are 2,421 Chinese characters on the official list for adult education in China, but the Kanghsi dictionary, *compiled in the eighteenth century*, contains between 42,000 and 48,000 characters. Chuang Chai-hsuan has suggested a "fundamental vocabulary" of 5,626 characters and Che Kan Leong, after quoting Chuang, *mentions 3,500 characters* as an adequate number for the primary schooling of Hongkong children—a level attained after six years of school.

At the Peking school, they told me children at first learn from three to five characters a week, and by the second year they know 600 characters. The rate of progress in reading and writing continues to increase, so that about 2,500 to 3,000 characters are known by the end of primary school. The only check we had on this statement was from a teacher at the Peking Technical University who spoke to us *direct, without the interpreter, and who* told us that although his students could read from between 5,000 and 6,000 characters they could write, typically, only about 1,000. His students are now products *of the educational changes of the* Great Proletarian Cultural Revolution of the late sixties.

A word about physical education and care. Chairman Mao (whose teaching seems likely to persist under the new leadership) tells us that moral, intellectual, and physical development are equally important. Peter Hazelhurst (*The Times*, May 6) states that the playground of Hsin Hua primary school is "spacious". I saw it during the mid-morning break of 15 minutes, when all 1,100 pupils were packed into the *playground and did "exercises" to the com*mands from a loudspeaker. Since they only just fitted in shoulder to shoulder, I can only guess he saw the area during lesson time. Physical education is part of the normal day-time school curriculum, but the playground will not accommodate all classes that have PE at the same time.

Left: Children at Yung Hung (Ever Red) Kindergarten, Wuhan, paste matchboxes for a local factory.
Opposite: In the fourth grade in middle school, students work *for half the year in a factory.*

Photographs by Sally Greenhill

As I left the school, my driver had to manoeuvre the car through a class having its lesson in the road outside the school gates, and energetically running relay races in among pedestrians and cyclists.

The health of children appears to be carefully considered. In the Shanghai school, a team of dentists with their mobile drills set up on the nearest convenient desk were conducting their *annual check-up. The drills looked like* those instruments of torture used by dentists in my youth, but at least they were providing an instant remedy.

In the same school, I witnessed a surprising four minutes of "eye actions". The whole school and attached kindergarten did these simultaneously twice a day, to commands and music given over the Tannoy system. The actions seemed to consist of a kind of massage by each child of his eye sockets and cheekbones. Apparently, too many Chinese were found to be wearing spectacles, and the "*actions*" had been devised to decrease the need for glasses.

I was told that they had been most effective and that the need for glasses among children had recently declined dramatically. Whether, as the teachers implied, this had been the direct result of the "actions", I would not like to say.

The Chinese schools were fascinating but sobering. I saw kindergarten children hearing stories of how the kind young soldier helped the old woman with her bundle because "the people's liberation *army is invincible as long as it unites* closely with the people". In the thrilling story *Landing the Giant Sturgeon* the little heroine Hsiao Ling cries: "We fish for the revolution!" and, recalling the words of the brigade party secretary, tells her brother: "Take good care of the fish hooks; they are collective property."

Contrast that with tales of *Goldilocks or Red Riding Hood*, both naughty and wilful individualists who really emerge from their escapades as little heroines. Again, what can we offer as songs in place of "The Barefoot Doctor is Fine"? *Doctor Foster was possibly* even barefooted, but he showed little spirit of service and a decadent concern for his own comfort. In place of "The Agricultural Machine Song" we can only offer a *simple tale of bourgeois pleasure in* "Jingle Bells" while the agricultural endeavour of "The Flowers of Tachai, Model Commune, Spread all over the Country" are hardly paralleled in "Oats and Beans and Barley Grow".

Finally, what kind of fatalism are we encouraging in our children who sing "London's Burning" while Chinese children carol: "I Love Peking, our Chairman's City", and read with excellent accents in their English lesson the patriotic sentiments: "We love Chairman Mao. We love our great Motherland."

What I saw in China is the result of less than 10 years' post-Cultural Revolution educational practice. The extent of general education has been greatly increased, but its purpose has changed, so that political education is of paramount importance. It is too soon even to guess the effect of this change on such a creative and intelligent people as the Chinese. At the moment individualism and, in some children, perhaps the chance to develop fully their powers of abstract reasoning, is subordinated to political ends.

We did not see in Peking the thousands of coloured kites, the dragons, birds and animals which Osbert Sitwell described in the 1930s fluttering all day long from every open space. He wondered then whether the creativeness displayed by Chinese children in constructing and flying their kites did not "... by the training it affords, constitute one of the secrets of the ingenuity and intelligence *of the Chinese mind.*"

The kites have all gone. Will the new education for political consciousness better serve China's workers, peasants and soldiers?

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Notorious and notable

Robin Wood
on the London Film Festival

A curiously pervasive disappointment hangs over the London Film Festival this year. The programme offered such potential riches, yet almost every expectation has been at best only partially fulfilled, and some have been totally cheated.

Jørn Donner's *Three Scenes with Ingmar Bergman* proved dull and unresourceful, retreading familiar ground, failing to raise any questions that Bergman hasn't had plenty of practice at answering. Franju's Contre-jour film *The Shadow Line* (made for French television five years ago and enterprisingly resurrected by the festival planners), though it promisingly takes up again the dominant motif of this director's work, the "Terrible Building" (the slaughterhouse of *Le Sang des Bêtes*, the void museum of *Hôtel des Invalides*, the asylum of *La Tête contre les Murs*, etc), converting it into the "Terrible Ship" struck me as a film that could have been made by anyone; one waited in vain for the moments of cruel and tender poetry that have hitherto transformed even Franju's failures.

Of the films I saw (which include most of those that have acquired formidable advance reputations of one kind or another), the only one I would unreservedly support is Connolli's *La Cecilia*, about which I wrote from Edinburgh this summer. In the company of works by Rivette, Truffaut, Herzog, Wenders, Oshima, Pasolini, its intelligent Marxist humanism remains undiminished. Other films in the festival are more audacious and innovatory, and certainly others are more startling; only people committed to a naïve equation of novelty and progress are likely to find them superior.

At once the most notorious and eagerly awaited films were Oshima's *Empire of the Senses* and Pasolini's updating of de Sade to Fascist Italy, *Salo: or the 120 Days of Sodom*. Both have been refused a certificate by our censor; both are certainly sexually explicit and ferociously violent; both are undeniably serious works by major artists. Oshima, who has established himself recently as one of the most adventurous and dynamic distribution companies operating in this country, intends to open the Oshima at the Gate cinema shortly; the courage of its management deserves all possible support. There seem, on the other hand, no plans to show the Pasolini publicly, would make three points: I am opposed on principle to all censorship as far as adults are concerned; I cannot see either film having a "corrupting influence" (but then I am no longer sure what that might be; the Pasolini might encourage a damaging morbidity and fear of sex in people predisposed to such things); a censorship battle seems to me more worth fighting for the Oshima than for *Salo*.

The Empire of the Senses would be banned only in a thoroughly sick society, both repressive and repressed. Sexual activity in its many varieties is an accepted part of the daily lives of most of the population, as necessary and normal as eating and, if arguably of higher significance, no more deserving of mystification. There is no act in Oshima's film that has not been presented on the screen many times already; in films passed by the censor and widely shown without protest; the essential difference is that here (at least in some scenes) the intercourse patently is not simulated. In other words, the censor considers that our society can accept fictitious characters performing these actions, but not *actors* performing them. Personally, I feel that awareness of the actuality of the acts of intercourse in the film marks an important step in the demystifying of sexuality that seems crucial to any progress towards health; at no point in action is erotic excitement invited and

Heart of Glass

whether he sees it as the product of social determinants to which we have no access. What the film suggests is the simultaneous magnificence and horror of sex pursued as an end in itself, in isolation; the alternative "love story" beside which to place the film is perhaps Godard's *Tout Va Bien*, with its

dissatisfaction—yet this receives very different definition and emphasis in the respective *oeuvres*. All Wenders's films are set in contemporary society, and this characteristic unease is linked to the specific of the modern German experience; films on the contrary, gravitates either to "period" settings (*Aguirre, Wrath of God*, *The Enigma of Kaspar Hauser*), to fantasy worlds (*The Dwarfs Started Small*), or to inanimate states (*Fata Morgana*), all three combining in the extraordinary film that represents him at this year's festival, *Heart of Glass* (to be released soon by Contemporary).

I was very struck by Wender's *The Wrong Movement* last year. Since then I have seen his two earlier films (*The Goalkeeper's Fear of the Penalty*, *Alice in the Cities*, and the new *Kings of the Road*, which Cinegate will be distributing), and the initial excitement has waned somewhat. It is not that the other films seem inferior to *The Wrong Movement*, necessarily, their qualities lie in fact very consistent; it is rather that they are all so alike, so that the more one sees the more aware one becomes of the limitations within which Wenders is operating. All four films are based on wandering and homelessness; no film-maker better captures the experience of alienation from society. In Wenders's work, "normality" becomes strange and dreamlike, an unreal landscape through which the characters drift in constant movement without a definite goal, making transitory contact with others as alienated as themselves. Wenders depicts this state with great inwardness and sensitivity, but appears unable (and perhaps unwilling) to move beyond it; the general effect of the films is one of stalemate.

Kings of the Road shows signs of attempting a more rigorous practical exploration of the determinants of alienation: the liberal is followed by its two central characters (a servicer of film projectors and the stranger he picks up who has just left his wife) on a journey at once into the past and towards a shadowy future. It also extends Wenders's relationship with the American cinema (apposted in earlier films by numerous references, especially to Ford) in being a conscious variant on the "male duo" road movie cycle. In an interview Wenders has complained of the "repressiveness" of the American films. Any resulting expectation that *Kings of the Road* might explore this pervasive, but always suppressed, bisexual undertones prove misleading however. What Wenders appears to have had in mind is the treatment of women. The simultaneous sense of the men's need for women and impossibility of continuing to relate to them tools to be covered over in the American films, women there being generally reduced, demeaningly, to casually encountered sex objects.

Though they scarcely appear in Wenders's film, the sense of their independent existence is strong, an aspect of the dissolution of traditional values and determinism of the man's roadlessness. This is hardly a new development in Wenders's work, however, and there is no denying that stretches of the film's three hours of running time seem to offer little more than the elaboration of a single mood of listlessness.

For Herzog, the roots of dissatisfaction are not merely in contemporary society but in the nature of man himself. *Heart of Glass*, at one viewing a weird and obscure film, unites the threads of *Fata Morgana* (the strangeness and grandeur of the natural world), *Aguirre* (the disturbance introduced by man's presumption) and *Kaspar Hauser* (the unresolvable tensions in man between nature and culture). The central premise of this film in which most of the people are under hypnosis during the absorbing patterns in a glassworks where the master is paralysed and senile and the man who holds the secret of "ruby glass" dies; the master's son becomes obsessed with regaining the secret as the symbolic source of power and knowledge, and, like *Aguirre* in the earlier film, is driven by his obsession to excess, outrage and madness.

Herzog has decorated this central theme with characteristically strange and unpredictable digressions: hymns to the awesomeness of nature, and an ending totally unrelated (in terms of plot) to the main narrative. He replaces the social radicalism of Wenders's New Wave with—call a metaphysical dichotomy? Not quite. If their work shares a common denominator it is the perceptive sense of

and the struggle for a rigorous stylistic distancing of the whole catalogue of abominations the film comprises. Pasolini eschewing his habitual spontaneity for the deliberate execution of a carefully pre-planned scenario.

Yet the film's very obsessiveness undermines the attempted objectification; one

and the distinction between a film about obscenity and an obscene film becomes blurred. The division of the characters into ugly Fascist-bourgeois parent-figures and beautiful, young, innocent victims seems simplistic and sentimental, and the victims' almost total lack of protest at the atrocities inflicted on them seems to transcend the sadism of their oppressors to a sadism of the film.

The current "renaissance" of the German cinema may prove, as is being claimed, as important to the late seventies as was the New Wave to the late sixties. On the evidence so far, Wim Wenders and Werner Herzog seem to me its two most distinguished representatives—though it is difficult to define precisely what film-makers as idiosyncratic and individualistic as these are [illegible] their attempt to distinguish clearly [illegible] would [illegible] mutual response [illegible]

Playing it safe

Douglas Johnson on a new Open University course

The Revolution of 1848.
Part of the third level arts course (A321). Units 1-16.
Open University Press.

1848: A turning point? By Melvin Kranzberg.
D. C. Heath £1.95. 669 24042.

One of the depressing things about the teaching of history in this country is the lack of development in the different courses as they succeed each other in the academic cycle. The same topics are studied for O and A levels and again at university.

A glance at the examination papers shows that substantially the same questions can recur at all three levels, and while it is confidently expected that the standard of knowledge and the degree of understanding should be notably higher at university than it is at school, everyone knows that this expectation is not always realised. This is sometimes to the credit of the schools, where ambitious and devoted teachers take their pupils into a detailed and sophisticated treatment of certain topics. And it is sometimes to the discredit of universities which provide endless reading lists, so that it is only natural that even serious and conscientious students should take refuge in the work which has already been done in school. It is also the case that an examination system which relies on questions answered in a limited amount of time (and which still predominates in British universities) cannot give great scope to the candidate who has considerably enlarged his knowledge of some specific theme.

The European revolutions of 1848 are such a topic. In any summer, a host of young people, aged between 16 and 21, will find themselves writing about the causes of these revolutions, their significance, success and failure, and at all levels one will find those who are wondering whether this was the turning-point when Europe failed to turn, or whether when France sneezed then Europe caught cold. And teachers who, at all levels, are aware of the dangers of this sameness of approach, find it difficult to experiment with new methods, because of the very volume of factual information which has to be presented in a subject which is extraordinarily complex—all the more so because it is concerned with vastly differing states and societies, and because modern historians are constantly highlighting the variety that exists within the social and national concepts which are fundamental to most historical writing and teaching.

It is therefore a matter of considerable interest that the Open University should have chosen to make this traditional subject one of their Third Level Arts Courses (A 321). It is now presented in the form of 15 published Units (No 16, entitled *Survey and Themes*, has recently been published), 11 television programmes and a number of radio talks and discussions.

There is no need to explain that all this work is impressively careful and competent. This is what one would expect from the Open University (which is now in its fifth year of teaching), from its history department and from the historians who have cooperated with the project, as well as from such experienced television producers as Edward Hayward and Patricia Hodgson. As is customary with the Open University, the emphasis is placed on the pedagogical approach, and the course unit written material is filled with exercises which the student should carry out before going any further with the subject, such as reading the set book (which is *1848: A Turning Point?* by Melvin Kranzberg, published first in 1959—a curious and not very satisfactory choice), while the television programmes contain references to the Document Collection (Unit 3).

In the programme on Great Britain, for example, the student is told to read "The Aims and Rules of the National Charter Association of 1840" (and while this is a most useful exercise, it must be said that some of the other documents appear to have been included, not because they are intrinsically important, but rather because they are conveniently there and available for quotation). This approach has the advantage of constantly bearing student needs in mind and of guiding and stimulating student reaction. The complaint that academic historians write or lecture only with a few fellow experts in mind as their designated audience cannot be made here. And although there are some shortcomings (the bibliography, for example, while necessarily confined to works in English, has some surprising omissions), nevertheless the whole course forms a most interesting enterprise.

Within this general framework of success, there are four points that are particularly worth noting. One is the discussion (with which the course begins) of the theory of revolution and another is the meaning of the vocabulary which is generally used to discuss it. Then there is the completeness of the survey. While special attention is paid to France there are full discussions of what happened in other countries (including England and Ireland, and with regard to economic history, including Scotland). But the completeness does not end there; the history of 1848 is made to include literature, art and music, with particular reference to Flaubert, Courbet and Verdi. Fourth, in the television programmes where great care has been taken to coordinate picture and commentary, there has also been the preoccupation of investigating themes which are often ignored in the traditional accounts of 1848.

Thus there is one programme which examines the nature of urban revolution by looking at the weaponry and fire-power available and demonstrating (how many shots could be fired a minute, how many mis-fires were there, how much smoke was there to hamper visibility, what was the effect of rain?) as well as discussing the ways in which barricades could be constructed. Another programme sought to analyse the geographical diversity that exists even within a small rural French community, while programmes on the media in 1848, on youth and the universities and on the implications of the Great Exhibition of 1851, also combined originality of material with an effectively straightforward presentation.

But it can be argued that, given its resources and responsibilities, it is only natural that the Open University should reach a high level of teaching. And if one's expectations were high, and one was looking to the Open University to reveal some new approach to the teaching of a well-worn but difficult historical subject, then a sense of disappointment must be admitted. There is a certain ordinariness about much of the material, and perhaps it is significant that this is most striking in parts of some of the television programmes.

There were moments when neither the historians nor the producers knew what to do with the time that was at their disposal, so that the programme on "Aspects of France" fell back on lengthily unhelpful shots of cows, fields and roof-tops, the account of the gathering and transmission of news got stuck on printing presses, whilst the film on the Habsburg Empire became a narrator's catalogue. The image of a man on a barricade is not in itself useful to students of 1848 and it does not become any more useful by being repeated. And it is difficult to see the value of devoting a whole programme to a very minor play by Johann Nestroy, which burlesques both the traditional and the revolutionary authorities, simply because Nestroy himself was a participant in the Vienna revolution.

These are examples of visual material that has got out of hand. But beyond this use, or misuse, of equipment, one does not have the impression that this course has grasped at the nature of the men and women of 1848, their ideals, assumptions and confusions. It is as if history must be seen as a debate, centred around the ideas of a limited number of historians, enriched by quotations from some distinguished contemporaries. This is the Open University playing safe—and it is a pity.

Femmes fatales

Eileen Barker
on women in society

The Rights and Wrongs of Women. Edited and introduced by Juliet Mitchell and Ann Oakley.
Penguin £1.25. 14 02 1616 2.

Women have rarely been mistress of their fates:
The fault, dear sister, is not our genes,
But in society, that we are underlings.

For centuries all but a few men and women have accepted that there existed social distinctions which somehow reflected God-given, "natural" differences that it would be a fix, or at least downright folly, to reject or ignore. Recently, however, arguments favouring nurture rather than nature as a determinant have been gaining momentum as people have increasingly questioned the legitimations of the status quo. With the development of the social sciences more has become understood of the constraints that society, social environment puts upon its members. It is not that social scientists cannot be every bit as entertaining as biological conjurers. They can. But, unlike the latter, their content and form varies from age to age and from society to society over a wide range of behaviour.

It is only very recently, however, that any systematic work has been undertaken that investigates women as a socially defined group or which attempts to codify the variety of social differences that exist between women. Such work is being undertaken, is frequently sneered at or ignored. Sentient professors can be heard to deny that women's Studies" are anything more than a passing fad, rather silly people who are probably suffering from penis envy and who wish to jump on a band waggon that involves some kind of Durkheimian (or Marxist) affirmation of solidarity and very little or no real intellectual, or empirical scholarship.

But while one can certainly detect a committed and somewhat fervent rhetoric in the presentation of a lot of the recent investigations into the social position of women, the suggestion that the studies are, as a whole, of a lower standard than those in other areas of the social sciences is just blatantly untrue. Excellent work has, for example, been done by the sociologist, Ann Oakley. Now she and Juliet Mitchell have edited a collection of essays which makes a serious (and successful) attempt to extend our knowledge of what the social distinctions between men and women have been in the past, are in the present, and could be in the future.

The essays attack the subject from various perspectives and suggest several methods (including literary criticism as exemplified by John Goode). One of the first tasks to be undertaken is the rewriting of history with the awareness of the social character of the constraints on women—constraints ignored by (largely male) historians in the past. (One of the most notable exceptions was Engels who did see women's oppression as a problem of history rather than of biology, and Rosalind Delmar indicates how modern feminism goes beyond Engels's first inquiries and assumptions.) Ann Oakley looks at childbirth practices and how control of these has changed from women who regarded the process as natural to "professional" men who labelled it as an illness.

Dorothy Thompson on the subject of radical politics in Britain during the past century describes the increase then decrease of women's involvement as they gradually accepted the Victorian definition of themselves as frail and delicate withdrawers. The way in which the "Beau Ideal" created a reality which managed to separate women and the family from public concerns is explored by Leonore Davidoff, Jean L'Esperance and Howard Newby. The political scene in Britain can be compared to Rosalyn Baxandall's historical analysis of women in American trade unions and Delia Davin's discussion of the extent to which women have and the extent to which they have not become liberated in revolutionary China; while the *ideal* of women as frail and delicate creatures can be compared to Sally Alexander's (sometimes horrifyingly vivid) description of the *actual* work done by London women in the nineteenth century.

The recent disclosure of Sir Cyril Burt's alleged cooking of the evidence to support his influential pronouncements on the genetic determinism of intelligence does perhaps make the relevance of the distinction between innate and learned (or stable and labile) ability of particular cogency. For those who have any doubts about what work still needs to be done in the field of education, Tessa Blackstone's masterly overview of the subject provides plenty of suggestions. Pauline Marks's paper emphasizes the social character of definition in her account of changing attitudes towards femininity in the classroom. It is a tragedy that her death prevented her from completing this important study.

Margaret Walters looks at three pioneer feminists: Mary Wollstonecraft, Harriet Martineau and Simone de Beauvoir in an essay that reveals the confusion wrought in those who attempt a definition of themselves which goes against that given by society—a definition which results in their experiencing both masculine and feminine gender within one female body. The volume ends with the soberly realistic assessment by Juliet Mitchell of the chances of women achieving equality with men in a society which has a strong historical heritage of inequality.

Some of the essays might have been slightly shorter and occasionally the polemic risks irritating, but *The Rights and Wrongs of Women* certainly cannot be dismissed as nothing but a celebration of bra-burning rituals. It provides an excellent illustration of the fact that feminist scholarship can offer a genuine contribution to our knowledge of society and of how it works—by apparently not working at all.

A Special Announcement from Edward Arnold

Integrated Science: The Wreake Valley Project

Series Editors: D. Tinbergen and P. Thorburn

An Alternative Edition of Book 1 is now available

Chapter 10 of Book 1 (published on May 6th at £1.50) deals in an explicit fashion with human reproduction. This chapter entitled From Generation to Generation was included in Book 1 since it was felt that the first year was the best time for this important information to be imparted and, because it had proved excellent during classroom trials should be included with the main science curriculum.

Book 1 has excited immense interest. Many teachers have agreed with the inclusion of the chapter on Human Reproduction, but we recognize and respect the fact that there will be many others who have devised their own courses and wish to teach human reproduction within a different framework.

After seeking the opinions of some 500 teachers (who had already seen inspection copies) and every science adviser in the country, we have decided to make available an alternative edition from which chapter 10, From Generation to Generation has been removed. The chapter and pagé numbers have been revised so that the exclusion of the material is not apparent.

Published: Book 1 £1.50 Book 1A £1.50 Book 2 £1.75
Publication December: Book 3 £2.25

If you have an inspection copy of Book 1 and would like to exchange it for the alternative edition, or if you require inspection copies of Books 2 and 3, please tick the boxes as applicable on the form below.

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Sunrise and sunset

Mark Greengrass on the France of Louis XIV

State and society in seventeenth-century France. Edited by Raymond F. Kierstead.
Franklin Watts £6.25. 531 05367 9. £3.50. 05573 6.

Louis XIV and Absolutism. Edited by Ragnhild Hatton.
Macmillan £10.00. 333 10164. £4.95. 10165 0.

Louis XIV and Europe. Edited by Ragnhild Hatton.
Macmillan £10.00. 333 13660 8. £4.95. 19384 9.

French absolutism in the seventeenth century has been hunted hard by French historians in the past two decades. Two editors now present us with their "inquiry" in three volumes of essays. The merits of the volumes for students will undoubtedly lie in the translation of material previously published in French.

Professor Kierstead announces that he will take us away from the palace and grandeur of the Bourbons to the "sub-structure" of the French monarchy. His theme is the relationship between the state and the provinces in the seventeenth century. He selects 10 essays (all previously published in scholarly journals) to show that the taming of the provinces was not a continuous, uniform or evolutionary process. The "pluralistic" power structure of Renaissance France was only modified by a century of political initiatives by the crown, some of them successful, others abortive. So absolutism was an ambiguous achievement. In a kingdom obsessed by hierarchy and noble status, the crown could undermine privilege by appealing to necessity or bamboozling, but could never confront or entirely remove it. Provincial elites defended their privileges through the law or tactical displays of popular emotion, possible despite the gradual atrophy of old ways of political expression.

These complexities are well illustrated by Professor Pillorget's powerful piece on the revolt of the Cascveaux in 1630 in Aix-en Provence. A crown plagued by divisions within royal council, mindful of recent civil war was faced by an equally divided provincial notability. Some supported and sponsored the revolt, angered by tax-demands and fears for provincial privileges, real or imagined. Others feared open sedition even more, and the appearance of class hostilities within the revolt justified their anxieties. Crown authority was dismantled by the revolt within weeks and the collapse of the revolt saw its reintroduction—but only gradually and piece-meal was the victory cemented. Half the volume is concerned with revolt in one form or another, but some of them lasted longer than this. Deyon shows how the crown attacked the fiscal exemptions of the nobility by sap rather than by storm, at the same time maintaining the sanctity of noble status.

Taken individually, the essays make good reading. But the book is not a coherent one. The editor has not encouraged his contributors to revise their work—some of it over a decade old—for the publication. His introductions and arreingements do not do justice to his contributors or his theme. The cross-references between the essays are non-existent. The editor does not alert the reader to big gaps in his treatment of the subject. There is nothing here on the privileges of the aristocrats, the Protestants, the church. More seriously, there is virtually no discussion of the "cutting-edge" of the absolutist monarchy, the provincial intendants with the tax-farmers and garrisoned troops which supported them.

This is why Professor Hatton's two volumes *Louis XIV and Absolutism* and *Louis XIV and Europe* are more welcome. The project is more ambitious, providing altogether 24 essays by a distinguished team, 11 of the contributions specially commissioned for the edition.

The theory of absolutism is dealt with by Kossman and Dumont and kept strictly apart from its practice. As Kossman reminds us, absolutism, like any other absolute, was in practice unrealizable. But the theory had a great appeal; powerful, superficially attractive, ostentatious, self-advertising, it was like a fast sports-car; similarly it went quickly out of tune and out of date. It was embedded in Catholic revival and Classicism for its meaning. And even at its height, the theory was rarely swallowed by contemporaries without a passing genuflection towards the divine, natural and traditional limits on royal power which made the theory fit more readily to the practice of an absolute monarch like Louis XIV.

The great achievements of Louis XIV's absolutism are toned down. Deyon modifies the rosy picture of the industrial achievements of Colbert. Orcibal circumscribes the king's supposed freedom of choice over the revocation of the edict of Nantes. Meuvret's essay demonstrates how the crown disguised its fiscal exactions as temporary expedients and never admitted the need for fiscal reform.

Professor Hatton lets us see absolutism through the eyes of those who made it work. François Bluche's essay shows us the ministerial advisers to the king, not as blue-eyed technocrats, but blue-blooded aristocrats. Livet portrays the intendants of Alsace (where the Colberts gained their governing experience) insinuating themselves

Louis XIV directing the siege of Marsau.

into a province through their energy and persuasiveness, but always bowing to the inevitable provincial privileges. The court is not neglected, and Lefron reminds us that for much of the reign it was a small itinerant group, not a vast Versailles circus.

The last volume confines itself to foreign affairs, and places Louis XIV's diplomacy in an international context. German principalities are dealt with by Livet and Pillorget, who show them quivering between fear of Hapsburg and Bourbon, never quite achieving the "third party" discussed by Fayard. Italy and England are not neglected. In the course of the discussion, the king's personal grasp—as well as his *idées fixes*—emerge very clearly, particularly the king's concern over the Eastern frontier. Louis is seen exulting over the French victories in the first campaign of the Dutch war in 1672, and weeping over the miseries of the War of Spanish Succession. The relationship with his ministers (particularly Louvois) is brought sharply into focus.

The peace of Westphalia dominates the book, of course. But running through it also is a revision of historical view. The first period of the reign until 1679 becomes the period of success, but also the period of capricious conquest, unattached to real French interests. The later sombre period of expensive debilitating wars is dominated by a diplomacy of prudence and a willingness to compromise. But the earlier period had created a reputation, and, as Livet points out, the fundamental interests of the people, their collective mentality, ideological and emotional commitment, never touched Louis. In this sense Professor Symcox's important essay on the outbreak of the Nine Years War forms a pivot for the whole book.

These essays illuminate many aspects of the reign of Louis XIV. What a pity, therefore, that the editor has not provided either an index or adequate cross-references. As they stand, the essays will now be approached only with difficulty by students who could benefit from the stimulation they undoubtedly provide.

Heart of Yiddishkeit

Leonard Quart

The Immigrant Jews on New York: 1881 to the present. By Irving Howe.
Routledge and Kegan Paul £8.00. 7100 8333 5.

Most books written about the saga of American-Jewish immigration have been anecdotal works of self-congratulation. Authors have resurrected a world of loving, suffering mamas; streets and tenements bursting with picturesque characters; good-humoured and warm-hearted struggles against poverty; all culminating in uncritical homages to Jewish survival and success.

Irving Howe, literary critic and political essayist, has written the most complete (to date) and complex social and cultural history of the East European Jewish experience in America. It is an ambitious and imaginative book, beginning with a brief unromantic sketch of life in the East European *shtetl* (town), and concluding with a balanced (possibly too reasonable) analysis of Jewish life in America suburbia.

The heart of the book is Howe's elegiac but critical evocation of immigrant life on New York's Lower East Side, skilfully organized around such themes as the Catskills, sex, women, the Tabernacle, labour, and that immigrant temple, City College. Inserted into the narrative are capsule biographies of major literary figures like the humane socialist leader, Meyer London; the flamboyant minister idols of the Yiddish theatre, Jacob Adler; and the powerful editor of the *Daily Forward*, Abraham Cahan, who, "used his eyes to see, his ears to hear".

Howe's history of the Lower East Side begins with the 1880s and 1890s—decades which defy sentimentalization. These were the years of dislocation and despair, poverty and exploitation, where life seemed utterly fragmented, and 60-hour work weeks were the norm in the garment trades. In this history, two forces, Yiddishkeit and Socialism helped lift the darkness and shore up the ghetto's communal bonds.

Howe is passionate and eloquent about both these forces. He views Yiddishkeit (whose texture was the Yiddish language and "a shared experience, which goes beyond opinion or ideology") as holding together the wildly conflicting impulses (e.g. faith and scepticism) in immigrant life, and creating out of its marginality a vision of "a humanitarian, perhaps even universalist present".

For Jewish Socialism, Howe (a long time, deeply committed socialist) reserves his most intense and tenderest sentiments. He describes the Socialists' successful organizing of garment workers, their establishment of communal institutions—newspapers, schools and clinics, and most importantly their infusion of a form of secular messianism into Jewish culture. For Howe, Jewish Socialism was no mere pathway to accumulation, it "transformed the consciousness of the Jews", creating a spirit of resistance and militancy.

Howe's embrace of Jewish Socialism is not without reservation—he is critical of the Socialists' later, too fervid submergence in F.D.R.'s welfare capitalism; however, he is in no mood, contrite or otherwise, to confront the reasons for the ultimate ideological exhaustion and cynicism of many ex-Jewish Socialists.

Nevertheless, the book conveys with great felicity and feeling the complicated ethos of a world where striving and dreaming coexisted, often in the same person, and where great moral fervour coagured amid great economic and psychological deprivation. Howe has also poignantly captured (and he does not hide his sense of personal loss) the tragic dialectic inherent in the Jewish achievement of a "normal" American life. For when success came, most of what made immigrant Jewish culture unique was lost.

Fact of life

Seamus Hegarty

Racism in American Education: a model for change. By W. E. Sedlacek and G. C. Brooks.
Nelson-Hall $12.50. 88229 136 X.

Discrimination is a fact of life that endures in spite of much high-minded exhortation to the contrary. Societies everywhere have found that one's own sense of distinction is wonderfully enhanced by the proximity of other groups seen to be inferior.

For various reasons racism has of late become unfashionable. Sedlacek and Brooks are particularly concerned with the evils of racism in American education. Their prime interest is in getting something done; there has been more than enough debate over what are, after all, fairly straightforward objectives.

They produce a model for bringing about the desired changes in the educational system. This entails a progressive six-stage programme which would be suitable for workshops and short courses. Early stages expose participants to the nature of racial and cultural differences and how racism works. Stage three highlights racial attitudes and introduces the Situational Attitude

Scale, a questionnaire designed to measure attitudes and stereotypes. Stages five and six get to the central task of changing behaviour. They discuss goals and objectives on the one hand and techniques on the other—the what and how of bringing about change.

Of many positive points in the book I would pick out two in particular. First, it has a clear view of the importance of institutional bias. I may not be racist in my personal feelings but if I belong to or condone a system that maintains racism I cannot claim a clean conscience. Secondly, the model for dealing with racism could well be used to guide campaigns to bring about a wide variety of changes in other areas.

Eureka!

N. W. Pirie

The harvest of a quiet eye. By A. L. Mackay.
Institute of Physics £5.20. 85498 031 8.

Anthologies are such personal things that it is pleasant to approve of so many items in this one, and to have so few additions to suggest. The absence of Boyle, Bruce Harte and Schopenhauer surprised me. Also, from among our contemporaries, Carl Sagan, for example, commenting on the "canals" on Mars, declares "They are clear evidence of intelligence—at one end of the telescope or the other". Mary Douglas gets one entry. She deserves another for her summary of the stages of opposition to innovation: "There wouldn't be time. We couldn't afford it anyway. God doesn't like that sort of thing." That is sound as the included sequence from William James. "It is not true. It is not important. Anyway, it is not new." But the temptation to use a review to produce one's own anthology must be resisted.

Mackay does not claim to be establishing priorities. All the same, I was surprised to find Ovid's puzzle: "Quis custodiet ipsos custodes?" attributed to a recent Cornishman, and to find Gerhardt's comment that a certain bureaucrat was "... an inverted Micawber, hoping for something to turn down" being attributed to Tizard. These lapses are amply redeemed by the discovery that Kepler used the "baby and bath-water" metaphor, and that Al Asuli, writing in Bokhara in the tenth century, distinguished the diseases of the rich from the diseases of the poor.

Most scientists will be familiar with some of this collection, but everyone will get some insight—and a few laughs. This applies particularly to the half-educated, that is to say, to those who know no science. Even a cursory dip may help them to see what a lot they are missing.

Review letter

Sir,—In his review of my book, *Inside India Today*, Mr K. S. Singh writes, "Everything he has to say about India *today* is based on what he has read, heard or been told *outside* India". Of the 709 notes in my book, 652 (i.e. 92 per cent) are based on the Indian publications, my own interviews *inside* India, and books by Indian and Western scholars and journalists. Does it matter one bit whether one reads a book or an article on India in London or Delhi—or Timbuktu?

Later, Mr Singh refers to my "reliance on chiefly Indian newspaper and journals as sources, particularly those which he evidently finds politically congenial". Well, of the 31 Indian publications quoted in my book, all but three are, or have been, either pro-establishment and pro-Indira Gandhi, or pro-Emergency.

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Among this week's contributors:

Eileen Barker is a lecturer in the department of sociology at the London School of Economics.

Seamus Hegarty is a research officer at the National Foundation for Educational Research.

Douglas Johnson is professor of French history at University College London.

N. W. Pirie is ex-head of the department of biochemistry at Rothamsted agricultural station.

Edward Thoope is literary critic of the *Evening Standard*.

Bryan Waites is principal lecturer and head of geography at Leicester College of Education.

Robin Wood is in the department of film studies at Warwick University.

Dual-Career Families Re-examined, by Rhona and Robert Rapoport (Martin Robertson £6.50 85520 125 8. £2.95, 85520 124 X) now in its second edition, is a study of five families where both husband and wife have careers—in science, architecture, television, civil service and design—and a family life.

Personal motivation, strain and gain, and identity dilemmas are examined after the original research in the seventies are indicated.

Servant of Terpsichore

Edward Thorpe on Nureyev

The Nureyev Image. By Alexander Bland.
Studio Vista £8.95. 289 70362 X.
Nureyev: Aspects of the Dancer. By John Percival.
Faber £5.95. 571 10627 7.

One need not be a balletomane, a student of the dance, a critic or even a sociologist to recognize that Rudolph Nureyev has made a greater impact on world consciousness than any dancer since Nijinsky. More so, in fact, because Nijinsky's career was not only much shorter but because Nureyev also commands coverage through radio, television and films. For this reason alone—leaving aside his achievements as a dancer, choreographer and producer—Nureyev has rendered inestimable service to Terpsichore, from the narrow compass of helping to reinstate dancing as a noble profession for any man to the infinitely wider one of elevating ballet from a pursuit of the privileged few to a popular entertainment of the masses.

But one cannot, of course, "leave aside" Nureyev's dancing, choreography and productions; they are the core of his contribution to the art and the reason for his unfailing box-office attraction. These two books, published almost simultaneously, offer a complementary record of his career to date. Inevitably there is some direct overlap in the texts, the more so because Nureyev cooperated closely with both authors. But Alexander Bland's book is mostly photographs with a textual commentary, while John Percival's is more biographical with a photographic supplement; Bland's is coffee-table size, Percival's is book-shelf format.

The Nureyev Image is beautifully produced with a marvellous selection of action photographs that not only record his many performances in a dazzling but reveal glimpses of his off-stage personality. The text, divided into sections delineating the Man, The Dancer and the Choreographer, is sharp and succinct, providing a résumé of Nureyev's years as a student and dancer with the Kirov, his defection and subsequent career in the free world. It succeeds in creating a character to fit the photography, a volatile Tartar temperament that has manifested itself artistically in Nureyev's voracious appetite for new roles, new challenges. Bland does not hesitate to show the less attractive side of his subject's persona: "He can be outrageously egocentric and demanding ... unfair, unreasonable, exasperatingly capricious, crude and rude" as well as possessing "a nature which is basically gentle, generous, somewhat shy and—justifiably—lacking in a sense of security." If you want to know or remember what Nureyev was like in his dancing hey-day, this is the book to buy.

Nureyev, Aspects of the Dancer, tends to be more of a work of hagiography. Much of what Percival writes is indisputable—Nureyev's determination to succeed and his dedication to his art, his thorough professionalism, his palpable greatness as a dancer, his theatrical flair, his readiness to take risks; but the cumulative effect is of a paragon of all virtues, the ultimate arbiter of his art, too perfect to be real, too good to be true. Obviously—and hopefully—we must wait several decades for the definitive biography.

Structuralist expectations?

Robin Wood on a recent study of Charles Dickens

The Dickens Myth: Its Genesis and Structure. By Geoffrey Thurley.
Routledge and Kegan Paul £9.75. 7100 8422 6.

The touchstone for criticism of Dickens must be, currently, the Leavises' Dickens the Novelist, and despite the fact that, a late work, it plainly manifests the authors' characteristic flaws: F.R.'s tendency to nagging insistence and repetitiveness, Q.D.'s lapses into psychic dogmatism (epitomized in the chapter-title "How We Must Read Great Expectations").

In Leavis's work, though it is outstanding criticism, also achieves no dimension of art: it is, that is, of no importance beyond the light it throws on the objects of its scrutiny, having life of its own. In claiming for Geoffrey Thurley's book originality, he both pays homage to the Leavises, and outlines, in his own way, the validity of their method of Dickens "experts" like Humphrey House and Robert Garis) who established place beside Dickens the Novelist, one is now claiming for the same stature. Yet his book is focussed in the more pressing point to re-read Dickens (including Hard Times) than did that by the comparable from Dr Leavis's pen; tends to impose a view consistent reading no longer one's own.

Thurley's approach, though re-

mote from Lévi-Strauss, may be loosely termed "Structuralist": it has striking affinities with, for example, Peter Wollen's treatment of John Ford in Signs and Meaning in the Cinema, while being altogether richer and more flexible. He gathers the shifting antinomies" of a recurrent structure. The "myth" of his title is summarized thus: "The child abandoned by feckless or unfortunate parents climbs out of the abyss of poverty and darkness towards security, peace and light."

It must be added at once that the thesis Thurley raises on what will sound, out of context, a feeble foundation, is anything but simplistic. This "primal wish-fulfilment fantasy" is "at first simply enacted with extraordinary power and richness, then raised to awareness, and finally subjected to criticism", three stages that Thurley sees as corresponding, respectively, to Oliver Twist, David Copperfield, and Great Expectations. The myth itself is established in the unconscious seen as at once intensely personal to Dickens and central to the experience of capitalist man, whose simultaneous desire to rise and terror of falling (the higher the rise the greater the terror) produces a condition of chronic and unresolvable anxiety. Thurley draws on Marx and Freud in an undogmatic, non-sectarian way and, intelligently, in conjunction, discussing most suggestively "Dickens's habitual translation of sexual material into socio-economic terms".

He traces the myth's complex development through most of Dickens's novels (oddly, there is no chapter on Nicholas Nickleby) without limiting their significance to it or ignoring evaluative questions of style, texture, method, realization. The book consequently avoids the usual failings of the Structuralist approach, while amply manifesting its particular strength: the illumination of works that had appeared minor or marginal. I shall not know until I return to them whether The Old Curiosity Shop, Barnaby Rudge, A Tale of Two Cities and Edwin Drood can sustain the claims Thurley makes for them; his account of each seems convincing and is certainly stimulating, and one gains confidence from the many insights offered into the accepted masterpieces.

One's chief reservation (local interpretative disagreements apart) concerns Thurley's alienating need to denigrate every other novelist in comparison with Dickens. Having eloquently denounced the objection to Dickens that he was not Tolstoy, he is shortly found objecting to Tolstoy that he was not Dickens. After referring to Tolstoy's "impoverished perceptual equipment", he proceeds to list his other "deficiencies", which include "no sense of class", which implies "no sense of society"; not a description from which I would recognize the author of Anna Karenina.

Philistine British?

Michael Clarke

Painting in Britain 1525—1975. By John Sunderland.
Phaidon £12.95. 7148 1716 3.
British Painting. Introduced and selected by Thomas Rawley.
Phaidon £3.95. 7148 1759 7.

Unlike Dutch, French or Italian painting, British painting has no tradition. Beginning with Holbein, as most histories do, there followed an unbroken chain of imported talent right into the eighteenth century. By the time that the Royal Academy was set up in 1768 it was already too late to establish any guiding principles. It was not Reynolds' Discourses which directed later painting but a public fed on a very strong literary tradition, the same tradition that produced Hogarth and led to the banalities of later anecdotal painting. Landscape might also be traced back to this literary source. Certainly the painterly genius of both Turner and Constable, the first great contributors to the nineteenth century's greatest contribution to the history of painting, was unable to establish a lasting tradition here. The development of landscape painting was continued in France. Our native painting has been and remains eccentric, even quaint. How else can we judge a Bacon or a Hockney?

Both these books reproduce their work. British Painting is almost entirely composed of reproductions, many of which are, like those in John Sunderland's book, pleasantly surprising. It is, however, a fault in selection that both books omit any evidence of the large amount of painting done abroad around the middle of the nineteenth century, particularly when one of the finest of those painters, J. F. Lewis, is represented in British Painting by a drawing of a dead chamois. Lewis could also provide ample evidence that although most British painters might have been suspicious of theories they nevertheless often produced both well composed and beautifully painted pictures.

Neither book offers any serious analysis of this aspect of the paintings. Are we to assume, therefore, that the expected readers of these books are so philistine? Are the English without any interest in the quality of their painting as painting? I think not.

Brush, canvas and wheel

Michael Young on the history of art

Art History and Appreciation. By Henry Sharpe.
Gill and Macmillan £3.00. 7171 0789 2.
Art: A History of Painting, Sculpture, Architecture.
Volume 1: Prehistory, Ancient World, Middle Ages. By Frederick Hartt.
Thames and Hudson £6.95. 500 27082 1.

*To give a summary of the main stream of Western art from 1100 to the present day in the space of 140 pages is a daunting task and one many self-respecting art historians would do well to avoid. Henry Sharpe falls victim of the very traps he warns against in his introduction to *Art History and Appreciation*. He pursues relentlessly the main developments throughout the period and ends up with little more than a brief historical outline. Much of the writing is at times almost condescending as the content is often simplified to an alarming degree.*

Chapters six to 11 (12 pages in all) are a collection of places under the general heading Mechanics of Art; because of their brevity they contribute nothing towards appreciation of style or technique. The book ends with a sketchy essay on the art of Ireland from 3000 BC to the present day.

*Photographs throughout are tied closely to the text and each chapter closes with a list of extremely basic practical exercises and the short bibliography of the more obvious and easily available books makes no mention of Gombrich's *The Story of Art*.*

The publisher comments that Sharpe's book is aimed at 15 to 17-year-olds; it would be surprising if it sustained their attention beyond the first few pages.

In contrast, it was refreshing to come to volume one of Professor Hartt's two-volume survey, which will interest both the student, for whom it was written, and the general reader.

In the opening chapter the mandatory questions appear: What is art? and Why do people make art? With this out of the way he strides briskly through the first 30,000 years of man's existence, choosing as his starting point the palaeolithic figure the "Venus of Willendorf".

Occasionally his vigorous approach leads to amusing oversimplifications—"Pottery became universal, the wheel was devised, and large towns were built"—but such exceptions fail to disrupt the flowing narrative.

Within each civilization studied subject matter is kept strictly chronological. Photographs that relate closely to the text as well as unambiguous maps and clearly displayed "Time Lines" (date and event charts), all serve to lift this book above the usual run-of-the-mill art history books.

Although much of the material has been treated elsewhere, the author's experience and the reasonable price of the book make it a useful introductory study for the student.

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The great globe itself

Bryan Waites on two geography courses

Oxford Geography Project.
Book 1: The local framework. Book 2: European Patterns. Book 3: Contrasts in development. By John Rolfe, Rosemary Dearden, Ashley Kent, Clive Rowe and Neville Grenyer.
Oxford University Press £1.25, £1.25 and £1.50.
Harrap's Course in Reformed Geography: Introduction to Reformed Geography
Forestry, Fishing, Mining and Power. Farming. Manufacturing. Transport. By Geoff Dinkele, Stephen Cotterell and Ian Thorn.
Harrap £1.75 each.

The publication of these books marks an important revolution in secondary school geography. First, they will have a great impact because they have been published over the short time of two years (1974 to 1976). Only one book in the Harrap course has yet to come out, *Settlement and Services*. Already the Oxford project is being used with much success in many schools. Secondly, the books have been written by teams of teachers very much in touch with needs and developments. A great deal of the material used in the books has already been tested out in a variety of schools and colleges. Occasionally it has been written-up in other publications, for example, in Longmans Geography Games Series. However, much of the material is completely fresh and stimulating.

As the teacher's guides show, the teams have based their books on a sound and carefully worked-out conceptual framework. This is explained in both guides and a great deal of useful advice is given to the user about the application of the ideas in the classroom. Basically, both courses provide a foundation "which embodies the new thinking in geography and new teaching methods". They aim at the "middle years of schooling" (11 years in the Oxford project, 12 years in the Harrap course). The former "stresses the acquisition of essential geographical skills and concepts at progressive levels of difficulty to provide a base on which any CSE or O level course can be built higher up the school". The latter series is "designed to maximize student and teacher involvement" through a concentric approach "with an emphasis on recurring patterns, relationships and processes".

The Oxford project takes as its text the words of Dr N. J. Graves — geography ought to be taught in the context "of modern problems and particularly those which affect your own locality, both the limited one of the British Isles and the enlarged one of Europe, and also those of the Third World". Consequently each book in the series follows this pattern. Book one examines home and school, small settlements, farming, industry, old and new towns and city regions. As in all the books there are excellent and colourful illustrations well integrated with the text. There are four pages of Ordnance Survey and Land Use maps. Detailed studies of the Chilterns, Stoke-on-Trent, Slough, Grimsby and Immingham, Milford Haven, Tilbury and Blackpool are included. Scope is given for hypothesis testing, use of Venn diagrams, an iron and steel location game and siting a port.

Book two looks at the settlement of Europe, rural land use, the *growth of settlements, conurbations, ports, the distribution of industry, employment and communications*. Paris, Randstad, Antwerp and the new city of Evry are dealt with in case study detail. Again the book is well-organized with detailed exercises, profuse sketches, diagrams, maps, foreign news extracts, summaries and workback activities. Interesting new ideas include the siting of an early village, a game on the spread of settlement in Neolithic Europe, Monoton—a land use around a town, planning a polder, the development of Evry, a model port and planning a road network.

One wonders why there is so little on the EEC and almost *nothing on Eastern Europe*. Also is this all almost too much to take in? In 14 pages we move from polders to Paris, Hamburg to remembrement in France; from land reform in Southern Italy to land use in the Austrian Tyrol.

Book three is divided into two major sections: the developing world and the developed world. The former begins with the usual illustrations of poverty and malnutrition then moves on to examine the meaning of underdevelopment, the population problem, agriculture, the patterns of diet and disease, transport networks, urbanization and industrialization and planning for development. There are excellent sections on Calcutta, Fez (leather), the Nile Valley, Chittagong, Mythimna (rice) and Kericho (tea). The former includes work on systems and ecosystems; rice-growing snakes and ladders; the Mali cattle-dealers game; planning a railway in Mexico; planning a new capital. A town centre auction, simulating the growth of London and the imaginary city are interesting aspects of the second part of the book.

The second part contrasts population problems, transport, urban growth and planning in Britain as the chosen example for the developed world. There are many unusual and eye-catching pages, one of these being "How steam shrank Britain". However, captions for maps and diagrams are often complex, for example, "Energy consumption per head in kilograms of coal equivalent", and "The difference between estimated and actual rank-order of literacy". In the first part several diagrams seem to have been included direct from international sources without adaptation.

Each book in the Harrap course states its aims clearly. *Introduction to Reformed Geography*, for example, aims to bridge the gap between primary and secondary school geography; to introduce some basic skills; to provoke an interest in the local area and to encourage an interest in and knowledge of the world. The underlying objective is to "motivate pupils with original and challenging material using a variety of approaches". Indeed, this objective is splendidly achieved. *Activities include* plant succession on chalklands; a simulation, "Any-farm"; farming in Nigeria; beef cattle in Northern Territory; rubber growing; irrigation on the North West Frontier; the bread line; distribution of industry in Ulster; changes in industrialisation; location of factories in central Japan; industrial development in Kenya; an Australian exploration game; build-a-road; develop a rail network and container traffic across the North Atlantic. These represent some of the main games and simulations suggested in the series. Besides, there are many smaller well-structured ingenious new exercises. Maps, diagrams and photographs are in black and white and are well integrated into the text.

Each book follows a similar pattern by asking first "What is involved?" then "What lies behind it?", next taking "A closer look" and moving on to "Elsewhere in the world"; eventually it looks at the future. One can only wonder at the galaxy of ideas rooted to relevant themes in a most organized way; the whole realm of geography seems to be covered in a masterful sweep.

As one contemplates the ingenuity of the series and its notable achievements a few queries begin to emerge. Is there an overconcentration on exercises and simulations? Do the pace and level of work give a "head for some respite? Does not the crowded page sometimes lead to physical revulsion? Is there not an assumption that the vast variety of diagrams, maps and tables (some very involved) can really be understood by pupils? What if the pupil's degree of graphicacy has not yet reached the standards required in these books? Is everything really in a state of flux? Does everything have to be proved? In fact, is this a real world we live in or is it all simulated?

It is a further tribute to both series that they attract but also provoke. It should be the duty of every secondary school geography teacher to examine all the books closely. He may find the roots of his belief shaken. Whatever his reaction he will certainly be the better for reading and using the most outstanding books to emerge in school geography during recent years.

Kiwi facts

The New Zealanders: How they live and work. By R. J. Johnston.
David and Charles £3.95. 7153 7170 3.

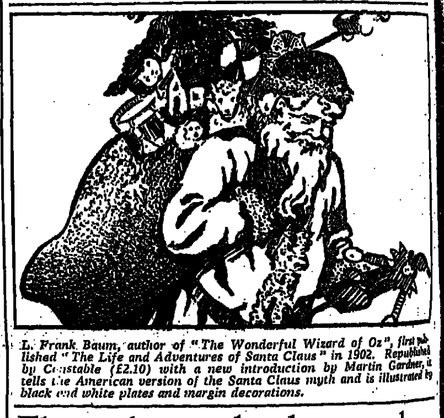
Many people envisage New Zealand much as it appears in the photo on the dustjacket of this book: sheep grazing contentedly in lush pasture to a backdrop of snow-capped mountains. But, as the author explains, this is only part of the picture. Most New Zealanders live in towns and have little to do with farming. Sheep outnumber humans by 20 to one, yet farms employ just 11 per cent of the workforce.

The book is a useful aid to those wishing to learn more about the three million New Zealanders and their way of life; it also offers advice to prospective visitors. The author, a professor of geography and resident of New Zealand for seven and a half years, examines his subject facet by facet from political parties to rugby football, from trade unions to earthquakes.

The scene is set with a synopsis of historical development and physical geography; the rest of the book centres on New Zealand society. There is a wealth of statistical information, and if some of it seems a trifle obscure ("A quarter of all households grow some of their potatoes in their own garden. . ."), it is enlivened by observations of the inhabitants and their ways. Professor Johnston is hardly the first to note that Kiwi males tend to prefer beer to ballet, but there are other facts with which readers may be less familiar. Few outsiders associate New Zealand's pastoral landscape with motorcycle gangs, for instance, but there are numerous gangs on the roads in both islands.

The book is illustrated with black and white photographs and a map, and is indexed. Most of the text was written in mid 1974, and while a few or two facts have been superseded the book remains a compact (192 pages), up-to-date and relatively impartial account of life on the other side of the world.

Peter Needham



L. Frank Baum, author of "The Wonderful Wizard of Oz", first published "The Life and Adventures of Santa Claus" in 1902. Republished by Constable (£2.10) with a new introduction by Martin Gardner, it tells the American version of the Santa Claus myth and is illustrated by black and white plates and margin decorations.

Flopsy bunny background

The History of the Tale of Peter Rabbit.
Frederick Warne £2.25. 7232 1988 5.

Peter Rabbit is 75 this year and the Peter Rabbit industry, like every other successful animal industry, continues to cash in on success. This handsomely presented anniversary contribution is based largely on Leslie Linder's *History of the Writings of Beatrix Potter*. It traces the fate of the first Potter rabbit from his original appearance in a Picture Letter, written to her governess's five-year-old son, through to worldwide acclaim and *foreign translations of which* "Flopsaut, Trotsaut, Queue-de-Coton et Pierre" was but the first.

There is something vaguely pretentious about following in such detail the fate of a very short children's book whose special charm is its simplicity. The correspondence between the authoress and Frederick Warne (who, along with half a dozen other publishers, initially greeted the Tale with a polite refusal) lends an air of scholastic verisimilitude which not even Peter Rabbit could resist. Nor is it interesting to note the fastidious care with which Beatrix Potter approached every detail of publication. Here is no simple country girl. She obviously had a very good brain and an equally charming manner.

What is particularly fascinating is the chance to compare the original Picture Letter with Beatrix Potter's own privately published edition and then with the later Warne version. There is a fine series of plates including some pictures that were finally omitted, like the hideous Mrs MacGregor whose face the publishers objected to and a later caricature of Beatrix Potter herself.

The Peter Rabbit pictures are irresistible: the original look as Peter "Squeezed under the gate" or the two cats sticking out of watering can in Mr MacGregor's potting shed.

Peter Fanning

Young authors

Children as Writers 3. Foreword by Marjorie Hourd.
Heinemann Educational £3.50. 435 13404 3. £1.50. 13405 1.

This is another feast of a collection, in some ways even more satisfying than its predecessors. There is the usual delight of the early section (eight years and under)—e.g. "How to Scare Your Parents" by Thomas Joseph Diviney who belies his name:

Bang your head upon your knee
Hang yourself upon a tree
Pull your legs out of their sockets
Now put fireworks in your pockets
Go upstairs and go to bed
And make believe that you are
dead

but the most remarkable gift of this particular volume is in its stories.

Eight year old Jacqueline Morgan's epic, *The Oinks* (five chapters in two pages) is a portent, for most of the fiction in the volume is very ordinarily ambitious and lives up to its ambitions. There is the savoured richness of actuality: "I saw the fat snail and the fin snail a long time ago in the sea school playground." (Carmel O'Mahony, six) or "The self emptying trailer was electric with a 3-phase motor" (Andrew Kellon, 12); but alongside this there is an amusing range of fantasy.

In the upper age-range, without like Angus Venters (15) who offers a brilliant re-telling of the nativity story—and Simon Jones (16) who with such assurance and distinction that the segregation is quite unjustified. *Children as Writers* is quite unexpected.

Geoffrey Summerfield

Children's literature

Facing the worst

Marion Glastonbury

The October Child. By Eleanor Spence.
Oxford University Press £3.25. 19 271384 1.
The Lost Boy. By Frances Leigh. Hodder and Stoughton £2.60. 340 19348 7.
The Face in the River. By Roger Pilkington.
Deutsch £2.25. 233 96787 7.
Devil by the Sea. By Nina Bawden. Collancz £2.95. 575 02141 1.

In the fiction I read as a child, the young went in for liberty and the pursuit of happiness. Parents were conveniently abroad, and adventures occurred during the search for fun. Nowadays child characters are trapped. There's no escape from oppressive relations, and excitement comes only from facing the worst. Usually the best of these unfun books is *The October Child*. It tells what happens to an Australian family when an autistic baby is born; Eleanor Spence has worked with autistic children in Sydney and knows what she's talking about. The story spans the first three years of the baby's life and, as the truth of Carla's differentness gradually dawns on the parents and older children, each person's characteristic response is marvellously conveyed.

A theme like this carries into literature the dangers that characterise the situation in life—it threatens to blow the book apart. The atmosphere may be claustrophobic; the dislocation between the afflicted family and those outside it may make either seem unreal; the intensity of the disturbed character may overwhelm the "normals". Aware of this risk, Mrs Spence offers an emotional turmoil with the drama of the Australian landscape. All four novels assume a great capacity for adjectives in the reader. If a room is dim, we are told "from a lofty ceiling an ornate china lampshade dangled, holding a single globe of inadequate wattage". But the dialogue is deft and convincing, and the effect is moving without being sentimental or melodramatic.

Where *The October Child* is subtle with tragedy, *The Lost Boy* is shrill with trivia. The teenage heroine grieves over the Chinese mispronunciation of "Snap" and "Nig". "You know how furious Donald gets with Cessy when she doesn't speak properly. What will he say about this?". Clean-limbed Donald, *sweet-faced Kate and mad-cap Cessy* are expatriates in Indonesia saddled with a Chinese-speaking eight-year-old who may or may not be Brian, their young brother, lost five years ago in the hospital fire that killed their mother. Dad works for an oil company "not quite so stupendously great as Shell" and worries "in a desperate sort of sombre agony" about his domestic responsibilities.

Ultimately, Kate's career is decided by reference to Churchill's *Early Life*. Meanwhile, the boy steals, sulks, retreats to servants' quarters, cuddles the cook—all pretty sickening, though Dad explains that foreigners cannot help it. Then, through hero worship for Donald, the boy acquires the rudiments of honour, stops cheating at "Monopoly" and "cuts the cook's boys dead". A jungle rescue convinces the family that "there's good blood in him"—though it may be Dutch.

Back in London, Grandmother receives a photograph and recognizes the boy as the image of his uncle "who was quite brilliant at Cambridge and Brian may have inherited his brains. It is most important that he comes to England as soon as possible". England is the only place for brains. Grandma will also "toughen him up" before he goes to boarding school where Donald as head boy will guarantee him a good start.

According to the blurb, Frances Leigh is the pseudonym of a well-known children's writer whose husband works for the United Nations —an organization in which I take it Britishers cannot afford the brazen chauvinism they feel free to display in children's books.

The Face in the River takes us slumming in council-flat-land, among ordinary folk who misplace aitches, except, of course, for the heroine who (though abandoned by her parents) elocutes perfectly. Roger Pilkington's idea of a deprived child is gushing Rosamund who talks to flowers, embraces a vision of a mermaid and claps her hands with joy when her favourite policeman visits her in the psychiatric ward.

Mr Pilkington's idea of a proletarian is the grunting of Mr Fibber, her boorish foster father, who takes a day off work to do the pools and grumbles about honest hard-working folk being put upon, like. At last the sordid scene is relieved by a real lady, the sister of Lord Ladstone of Ladstone Hall—ever the salvation of fictional orphans—who puts the municipal bureaucrats in their place. If I may be permitted an amateur Rovschash interpretation of this story, I would say Rosamund's meaningless mermaid symbolizes Mr Pilkington's craving to get back to a subject he knows something about. A man who has written a book on *How Ships are Designed* should not waste time on this type of writing.

"It's beyond everything. Nothing at all that I know touches it . . . for dreadful . . . dreadfulness." Henry James makes this claim for *The Turn of the Screw*, a story which Nina Bawden has quoted in describing her fictional aims. *Devil by the Sea* was first published as an adult horror novel in 1957 and has been rehashed for Gollancz with a golden funfair horse galloping across the cover. Only a child could find this dreadful dreadfulness anything but ludicrous—the characters are silmily repulsive, and the pursuit of a nine-year-old by a paedophile murderer is not everyone's cup of orange juice. We are often told that "fear twisted deliciously in her stomach". I'm afraid many unsuspecting stomachs are going to be turned by this emetic book.

To spread the word

T. J. Thomas on The Good News Bible

The Good News Bible.
Collins £2.95. 0 00 512620 7. Paperback £1.50.
Companion to the Good News Old Testament. By Joseph Rhymer and Anthony Bullen.
Fontana 95p. 0 00 623354 6.

The Good News Bible, subtitled "Today's English Version" (or TEV), is the latest in a series of recent Bible translations. Translators have to work from Hebrew, Aramaic and Greek originals, which present enormous difficulties in themselves, but there are additional problems, and the truth is that it is not possible for any translation to convey the exact meaning, the underlying assumptions, the subtle nuances and also an idea of the cultural and social background all at once.

A translation can be pedantic and scholarly, or it can be hardly better than a paraphrase. *The Good News Bible* is true to the original yet presented in English which is simple and straightforward and reads easily. Inevitably one misses the well-loved phrases. The Beatitudes each beginning "Blessed are they . . .", seem to lose something vital when translated "Happy are those . . .", the "den of thieves" becomes "a hideout for thieves", and in the Old Testament "the Ark of the Covenant" sounds altogether too prosaic as "the Covenant Box".

The chapter numbers are well marked, there are section headings (with cross references where needed) and line drawings appear on most pages. All this makes it possible to read the text easily without being daunted by a mass of print—though the faceless line drawings are certainly not to everyone's taste.

There are explanatory notes, and further necessary cross-references in footnotes on each page. Each book of the Bible has a short but very useful introduction which avoids controversy—in the matter of authorship, for example—but is a decided help to the general reader.

In addition to all this information provided with the text, there is, at the end of the Bible, a "Word List" explaining the meaning of some of the more difficult or unfamiliar words, and also an excellent index, a sort of mini-concordance. Twelve simple but informative maps are distributed at the appropriate places in the text.

For those interested in the historical background an "Outline Chart of Bible History" is provided. This is useful, but it would be even more useful if an indication were given of the periods when each of the great powers of Old Testament times—Egypt, Assyria, Babylon, Persia—was in the ascendancy.

Quotations from the Old Testament found in the New Testament are usually from the Septuagint (LXX), and those often differ from the Masoretic Text. A list of these quotations is given to aid the reader to appreciate the passages concerned.

The Good News Bible helps both the casual reader and the regular reader and it can be a boon to teachers and others. Just a hint to take a closer look at the Bible. It has, however, one serious omission in that the Apocrypha is not included. Apart from that, *The Good News Bible* is an excellent translation which deserves to be valued and read widely.

The Companion to the Good News Old Testament, published at the same time as *The Good News Bible*, is an attempt to paint in the background, and is a book for those who for the first time are seeking information about the Old Testament and its times. Its purpose is to whet the appetite rather than provide a meal. A deal of information is provided in a small compass, enough if one has a spark of imagination to make one want to learn more about the ordinary lives of the Old Testament people. There are also brief descriptions (rather too grudgingly referred to as Commentaries) of the contents of each book. The reader who needs an introduction to the Old Testament will find this little book a great help.

Spiritual insights

The True Wilderness. By H. A. Williams
Fontana 75p. 0 00 624033 X.
The Word Is the Seed: Meditations Starting from the Bible. By George Appleton.
SPCK £1.25. 0 281 02909 1.

"I resolved that I would not preach about any aspect of Christian belief unless it had become part of my own life-blood." H. A. Williams opens his collection of sermons with this decision. And faithful to the decision he remains; these sermons are born of solid and frequently anguished experience. It is for this reason that they have held, and will continue to hold, wide appeal. The author refuses the illusory security of purely conceptual theology. He faces life, which is "very largely a wilderness", squarely, and examines the effects Christianity has on it.

The theme of death, to superficiality, selfishness and illusions about life and oneself, as the way to resurrection runs throughout, but Williams often seems more convinced of the suffering than of the glory; his words, while arresting and honest, are sometimes morbid.

The first step in the traditional ladder of prayer is meditation, that is, taking a short scriptural passage and prayerfully pondering its meaning. Often we seem unable to get beyond the first step. But this apparent inability can itself give spiritual insight; we become aware that all the initiative and power is God's. George Appleton's book comprises a collection of short poetic meditations springing mainly from verses of scripture. The language is simple and clear and therefore appealing. Here is a man who has allowed the Word of God to work upon him. The fruit of his experience of the Word can be both the seed of prayer in us and a source of spiritual insight.

Williams, vigorously and forcefully, Appleton, softly and gently, both speak from the heart of their experience of the living God.

Edmund Power

Treasures of the National Trust. Edited by Robin Fedden
Jonathan Cape £5.95. 0 224 01241 X

This is a catalogue indeed, but with a difference, and a reminder of the treasures in painting, sculpture, furniture, silver and ceramics housed in Trust properties. Individual guides will give fuller information on the contents of a particular property, but this is a comprehensive general introduction to help the visitor in planning a season's tour. Each section is written by an enthusiastic expert, who first traces the historical development of his subject, then indicates where the finest examples may be seen, whether it be Robert Adam furniture at Osterley, or choice Sèvres or Meissen at Waddesdon. The photographs, many in colour, are of high quality.

Eric Church

The author of *First French Fun Book, Second French Fun Book* and *La Ronde des Nombres*, a picture from which appeared in TES on November 12, is Terry Hawkin and not as stated.

Paperbacks

Coughs, colds and other ailments

Nicely in time for the season of goodwill, the British Medical Association's latest Family Doctor booklet is *Coughs, Colds and Flu* (by Dr D. A. J. Tyrrell, 25p), come to disabuse us of the superstition that colds have anything to do with cold, and of the hope that doctors can cure them. The emphasis is on the common sense, rather than the science, of this kind of thing is what the [illegible] booklets have been doing so successfully. They have been going for more than 20 years and usually with 50 or more titles in print at any one time. Frequently being revised and brought up to date, this one is no exception, presenting digestible information in a way that people who would not read a full-length book on the subject would find interesting. Questions that they might be too shy to ask their own doctors. The text is broken up with sub-headings and cartoons and each booklet is devised with a particular audience in mind; there are a number, for instance, that explain sex in terms designed to suit different age-groups. Many others deal with the problems of childhood at different stages.

No two people would agree on the point at which simplification becomes talking down. My impression is that many booklets could go rather further in the direction of breaking up complex sentences and masses of text, and be less timid about diagrams. The cartoons, unfortunately, are often of a quality that runs [illegible] of the rugby [illegible] and a book between examiners and [illegible] would be most welcome. Occasionally the tone wears thin, as in the newly revised booklet "Is" attacked for opening the way to licentious immorality, but a year or two later it is usually hard to see what all the fuss was about.

Obviously it is easier to judge the tone when dealing with a subject that is not controversial, like coughs and colds or training for sport (*Fit to play*, by Dr I. D. Adams, 25p). It is still fairly easy to write *Venereal Diseases* (75) and *Some Health Authorities and Schools Give them out as part of health education campaigns. They are also available direct from Family Doctor Publications, 47-51 Chalton Street, London NW1 1HT.*

Happy Marriage, by Dr F. R. Kenyon (75p), manages to be [illegible] relatively high level of intelligence in the reader (it starts with a paragraph of Greek philology) but clears away legends with little sign of prejudice beyond a seriously censorious view of bisexuality.

Smoking, by Dr Alfred Yarrow (25p), succeeds less well. It sets out to be especially stark and [illegible]

George Hill

Good news for children

Today's Story of Jesus.
Collins £2.95. 0 00 107183 1.
Jesus, Friend of Children.
Lion £1.45. 0 85648 053 3.
Hidden Treasure. By Sylvia Mankowitz.
Lion 75p. 0 85648 036 3.
The Good Shepherd. By Sylvia Mankowitz.
Lion 75p. 0 85648 035 5.

Don't be afraid, Mary, because God has been gracious to you. You will become pregnant and give birth to a son, and you will name him Jesus." This is typical of the clarity of *Today's Story of Jesus*, an abridged version of *Good News for Modern Man, the New Testament in Today's English Version*.

Specially designed to appeal to young readers, it traces the life of Jesus and the first years of the Christian Church in a way that is compellingly easy to understand, which, nevertheless, retains all of the richness of the original. The abridging was done by David Watts, rector of St Margaret's, Westminster. Long interested in young people, he was formerly on the staff of the Student Christian Movement and then dean of King's College, Cambridge. He has a son and three daughters of his own.

He has used the Gospels of Mark, Luke and Matthew, together with extracts from John's, the Acts of the Apostles and the Letters, to give one continuous story; a procedure which he likens to taking the beads from a collection and threading them into a single string to form a necklace.

The story begins with the announcement of the forthcoming birth of Jesus. Then it tells how he grew, the stories he told and of his teaching. These lead to "The Way to the Cross" and then to his resurrection. Finally, comes "How Jesus left".

However, the strength of this publication lies precisely in the presentation and clarity of its writing, but also in its superb illustrations by a distinguished Italian artist, Guido Bertello. Richly coloured, they have a vitality and realism which gives them great impact. The people in them really look like individual characters (as do the animals), even the background ones, and the settings are full of atmosphere.

For example, the one of the Crucifixion is dominated by a black stormy sky, while in the foreground a helmeted soldier carries away a ladder; his face, hard but anxious and worried—complements the written story perfectly.

For anyone wanting to encourage young people to understand the meaning of the New Testament, it is ideal and—unlike so many books nowadays—is as good as its cover suggests. And in view of the high quality of the printing and illustrations, it is extremely good value at £2.95.

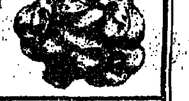
Similar in purpose, though for smaller children, is *Jesus, Friend of Children*. It tells the story of his life in 40 simple factually-phrased stories, but its pictures are totally lacking in vitality. At £1.45, it is not nearly such good value.

Hidden Treasure and *The Good Shepherd* (75p each) adopt a different approach. Designed for children of primary school age, they consist of themes, respectively, that God knows and loves everyone and that he looks after us, presented first in stories and then in a series of *related games* and activity ideas.

Each story begins with a reference to an activity which the child will recognize and, though a parallel is quickly drawn with the relevant passage of the Bible, the illustrations show present-day situations, mostly with children. Thus a story about the use of salt leads into the value of making oneself useful to the world. It is then followed by suggestions for games involving salt and for being of help to sick or lonely people.

Gillian Thomas

WHAT ARE LITTLE GIRLS MADE OF?
SUGAR AND SPICE.
AND ALL THINGS NICE,
THAT'S WHAT LITTLE GIRLS
ARE MADE OF.



'Just Like a Girl'
How Girls Learn to be Women
Sue Sharpe

– records the voices, hopes and ideas of working-class girls
– analyses the assumptions made by teachers about girls
– shows how society puts bars around women

Pelican Original 95p

Playing to the gallery

"We're trying to close the gap between museum (or gallery) and school" is a frequent cry of museum education officers. One way is through educational events and activities in the holidays. Here Carolyn O'Grady takes a look at what some provincial museums are doing this Christmas.

Museum Education Service, Bedford
Christmas paper sculpture will be the product of a workshop held from December 21 to 23. The education officer will show slides of art objects and demonstrate how to make three-dimensional objects out of paper. The best results will be put on display.

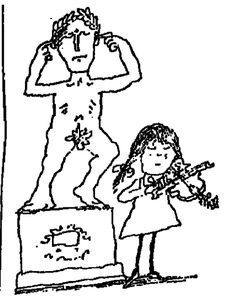
City Museum and Art Gallery, Birmingham
Special Christmas events will include a family carol recital (December 20) with the choir of Birmingham Cathedral and a concert of festive and Christmas music played on authentic and reproduction instruments (January 7).
There will also be a "Christmas revels at Aston Hall"; a family entertainment adapted from traditional mummers plays and a competition and quiz.

City of Bristol Museum and Art Gallery
Puppets will be the main attraction here from January 5 to 7. Shows will coincide with a Christmas exhibition called Santa's Workshop. The figures and many of the dolls are made by artist Jan Haworth and the toys come from her collection.

Grosvenor Museum, Chester
Two lectures, illustrated with slides, are planned to coincide with the London Pompeii AD79 exhibition. They are "Pompeii—A Roman City", aimed at 10-year-olds and "Pompeii and the Roman World", a lecture for fifth and sixth-formers and further education students. The first is on December 30 and the second January 19.
Questionnaires for quizzes on the evolution of clocks and natural history available in the museum from the inquiry desk.

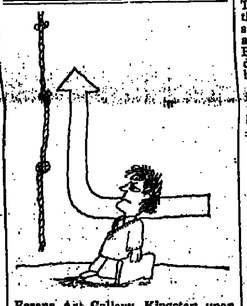
The Royal Scottish Museum, Edinburgh
A number of activities begin on December 27—an art competition and some quizzes and two talks with demonstrations: how to work a spinning wheel and a visit to a rock-cutting room. The giant waterwheel will be operated on certain times on weekdays.

Glasgow's Schools Museum Service
A Christmas competition for schoolchildren will be held at three centres in the city: the art gallery and museum at Kelvingrove; the Transport Museum, Albert Drive; and the People's Palace, Glasgow Green, from December 23 to January 5. Entry sheets, pencils and boards will be at the inquiry desks of each museum. There will also be an exhibition of children's work at the Kelvingrove Art Gallery and Museum.



Museum and Art Gallery, Doncaster
"Music in the Museum", a two-day event of films and cartoons and jazz concerts will be held on December 29 and 30.

Pembrokeshire Museums, The Castle, Haverfordwest, Wales
As part of an exhibition exchange Pembrokeshire Museums are to receive an exhibition from the United States called "Haverford, USA." This, they say, will have a Christmas flavour. It will be shown throughout December and for part of January.



Ferens Art Gallery, Kingston upon Hull
An invitation to try out a new trail round the gallery is extended to children in the area during two days in the first week of January. There will be opportunities for painting and drawing.

City Museum, Lancaster
A quiz on the exhibits on display will be organized from December 22 until January 8 with book token prizes for the winners.

New Walk Museum, Leicester
On December 31 a spinning workshop for children of 10 or over, who want to make their own spindles and learn to use them. They will also look at some of the early material and equipment.

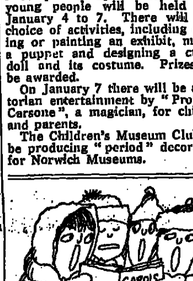
Newarke House Museum, Leicester
On January 3 there will be some introductory talks on heraldry.

Merseyside County Museum, Liverpool
The popular subject of monsters is the theme here with a Grand Dinosaur Competition beginning now and running until January 16. Entrants have to make a model dinosaur and there will be an exhibition of winning entries.
There will also be a holiday quiz in the form of a crossword, answers to which can be found in the natural history gallery.

North Western Museum of Science and Industry, Manchester
January 1 is a special "museum working day" when exhibits will be operated and specialists will give short talks. In operation will be a spinning mule, early internal combustion engines, electric dynamos, hand weaving looms, spinning wheels and papermaking apparatus.
Copies of the museum's quiz — a children trail round the museum—will be available and a mobile exhibition entitled "technology today" will be sited outside.

Elizabethan House Museum, Norfolk
Two special museum days on which the atmosphere of a Victorian family Christmas will be recreated are billed for December 15 and 16. The house will be decorated throughout as for a Christmas in 1900 and special activities will include a demonstration of Victorian Christmas cooking, a display of toys and novelties and an evening magic lantern entertainment.
Participation is encouraged and visitors can play board games such as Squails and Halma and mix ingredients for the cookery demonstration.
Other activities will include magic lantern shows and quizzes.

Castle Museum, Norwich
A competition open to children and young people will be held from January 4 to 7. There will be a choice of activities, including drawing or painting an exhibit, making a puppet and designing a cut-out doll and its costume. Prizes will be awarded.
On January 7 there will be a Victorian entertainment by "Professor Carsone", a magician, for children and parents.
The Children's Museum Club will be producing "period" decorations for Norwich Museums.



Drawings by David Inber

The Athenaeum Art Gallery, Manchester
The climax of a two-day event on December 20 and 21 will be a nineteenth century Christmas acted out by school children using props, costumes and scenery. On the first day children will look at slides, listen to tapes and work on ideas for the "play".
The next morning will be spent rehearsing. The group will then go to Lark Hill Place, a museum building where a mid-nineteenth century street has been reconstructed, to perform. The day will end with carols.

Manchester Museum
A special exhibition drawing attention to archaeological, biological, geological and ethnological exhibits will run from December 15 to January 29. For each there will be a display of museum objects and related creative work produced by schoolchildren at the museum. Topics such as dinosaurs, mammals and birds will get special treatment.
The exhibition aims to illustrate the work of the museum's education service and literature and material available to schools will be on sale.
Other holiday activities include a "Draw me a Dinosaur" competition and three projects for which special workbooks are available. These are "Ceremonies and Festivals"; "A Treasure Hunt", a search for some of the most interesting objects in the museum and "Alligator to Zulu", a journey through the main section of the museum.

Oxfordshire County Museum, Woodstock
For the hardy, bird watching will be organized on December 29, 30 and 31 at different places in the county. Children can also make a picture about an historical event in their own town or village to exhibit at the museum in January.

City of Plymouth Museum and Art Gallery
A children's art exhibition has been organized by the natural history department on the theme "Forest and bird life". Paintings, drawings and models submitted by West Devon area schools will be shown and prizes have been donated by the Royal Society for the Protection of Birds.

Enthralling equations for numerate tacticians

PETER G. DEAN looks at maths games

Equable
£1.65
ESA Creative Learning, Pinnacles, PO Box 22, Harlow, Essex CM19 5AY

Totally
£2.99

Pushover
£1.99
Aladdin Industries, Western Avenue, Greenford, Middlesex

These three arithmetic games are worth considering as Christmas presents for mathematics departments. They could give enjoyment to some pupils, while providing practice in the four rules of arithmetic, more intense than could be got with a set of exercises from an old-fashioned textbook.
The educational climate is probably right for a request for a special grant. People in authority are concerned about basic numeracy.

Equable
The name "equations scramble" will provide a quick description of this game. It is enthralling and entertaining for pupils and adults of average, or above average intelligence. I have played it with and watched it played enthusiastically by people from the age of eight to about 40. Because it is not easy to make a winning score without careful planning, all the players are doing numerical calculations for most of the time.

If a teacher selected the parts for easier equations, for example, only allowing + and − operations, it could be suitable for less able pupils.

The rules of the basic game, and of several variations, are fairly clearly stated in the rule book. The game consists of a board, some tiles, and four racks on which players store the tiles which can be used for the next turn of play. The board, made of stiff card, has a grid with some brightly coloured premium squares or double and triple tile and equation scoring.

There are three types of strong plastic tiles, in pastel shades which in some light are difficult to distinguish. The 20 brown tiles are marked with =; the 33 grey tiles are marked with +, −, ×, ÷, decimal point, or fraction sign; and the 80 white tiles are marked with a digit from 0 to 9.

Each tile is also marked with a score value, with the higher score values being assigned to the tiles which require a higher level of mathematical play.

The game is played by up to four people. Each player has two grey tiles and seven white tiles. They put down some of these in turn to make a correct equation. An equation goes across or down the board, interlinking with tiles which are already there. A player will try to structure the equation so that, for example, high score value tiles cover certain coloured premium squares on the board.

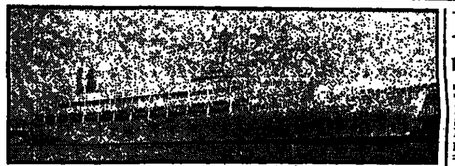
Totally
This can be considered as an advanced version of the existing primary level game "Tot-ten" (Spear's games, available from toyshops or E. J. Arnold). "Tot-ten" requires players to place number tiles on a four-by-four board so that every complete line adds to ten (e.g. the number tiles 1, 2, 2, 5 in a row). "Totally" allows many interesting arrangements of horizontal and vertical lines of number tiles, so that they add to any pre-determined key-total.
For the teacher this is not quite as easy to use as "Equable". The four sets of 30 number tiles get mixed up. For the players, however, "Totally" requires a lower level of arithmetic skill and the pupils seem to enjoy it. For each round of the game, the players (up to four) simultaneously construct their individual arrangements of number tiles.

This means there is no delay while waiting for the previous player to complete his turn.
The game box contains 120 cardboard number tiles, 14 cardboard key-total tiles, a three-minute egg-timer, and a set of rules. The game is played on any flat surface. From this or her 30 number tiles, each player selects the same available set of 15 for a round. Two key-total tiles are selected at random.
Within the next three minutes, each player has to arrange most or all of the 15 number tiles, so that each line adds to one of the two key totals selected.
After this practice in arrangements and addition, the recommended scoring introduces multiplication. Each player's score includes the calculation (number of horizontal lines) by (number of vertical lines) minus five, multiplied by (numerical total of unused available tiles).
The rules also suggest extensions, and the resourceful teacher or pupil could amend the game to suit people with different abilities.

Pushover
The scope of this game appears to be much more limited, and it has not produced much enthusiasm among pupils. Addition and subtraction are the only operations which can be practised by the players. Tactics are restricted, and the game is too well defined.
It is played (by one to four people) using 21 cardboard number tiles of various colours, some positive and some negative. These are placed on a firm plastic tray, which has some sections of the tiles removed. A player can slide number tiles along some rows and columns, so as to push tiles over the edge. The aim of the game is to push over, and collect, those tiles which will sum to the highest possible score.
The basic operation is to destroy the pattern which exists. The first two games construct a pattern. This difference may be directly related to their success in providing enjoyable learning of mathematics.

Getting about

In the excellent Macmillan Our World wallchart series is a pack on "Transport" containing 24 colour charts on subjects ranging from travel without engines to man in space. Vehicles ancient and modern are shown, as well as roads, railways and waterways. Subjects such as "Ships through the ages" are illustrated with clear, attractive drawings and the newest cars, trains and aeroplanes are shown in photographs.
The wallcharts are in groups of four, which can be fitted together or used separately. They include many stimulating charts to be used for discussion or creative work. In "Transport" these illustrate Hong-Kong harbour, its traffic and inhabitants, the de Havilland Beaver aeroplane, a horse-drawn fire engine and the Llanberis narrow gauge railway. Each Our World pack costs £7.50.
Further information from Macmillan Education Ltd, Houndsmills, Basingstoke, Hampshire.



Psychology and demand

by David Self

The Language of Advertising
By Harry Jamieson
Sound Education, 7 Grove Park, Liverpool L8. £5.40 including VAT, postage and packing.

More and more publishers are realising that it is more profitable to issue material on cassettes than in books. Instead of the clumsy process of sub-editing a text, setting up type and gambling on the size of the print order, all you have to do is to invite the author to a recording studio for half a day and get him to read his own typescript.
I do not wish for a moment to impute such commercial motives to Sound Education, but I would point out that *The Language of Advertising* (one of their new "audio-cassettes for teaching use") consists simply of four essays, written and read by Harry Jamieson, senior lecturer in the Centre for Communication Studies at Liverpool University. Such 13 to 15-minute scripts could have been printed as a small booklet. For the privilege of having them read by the author on a couple of cassettes and packaged with a short leaflet summarising their contents, we are asked to pay £5.40.
Obviously audio aids have a large part to play in education. On the topic of advertising, it should have been possible to compile an anthology of material not easily available in the classroom: a collection of actual or fictitious commercials, perhaps, or a planning session at an advertising agency. Alternatively it should have been possible to stage a debate between exponents and critics of advertising.
One man's theorising, however pertinent, is usually more accessible in print: Mr Jamieson, though he reads his script attractively and clearly, is not such a dynamic performer that his material gains much for being read aloud.
The content of his tape, however, is valuable. In his first essay he considers the variety of advertising and links its growth to the urbanization of society. In the second essay he examines the use made of psychology by the advertising industry. On the second cassette Mr Jamieson introduces the concept of motivation and associations of ideas, and shows how advertising has employed the thinking of such psychologists Freud and Maslow. Finally he considers the economic aspects of advertising and points out how the advertiser must create both a primary demand for the product itself and also a selective demand for his particular brand of the product.
The Language of Advertising might be used with sixth formers working on projects about the media. It will also be relevant to students in higher education studying marketing and psychology, and perhaps most of all it will interest those engaged in Mr Jamieson's former profession of advertising.

Authentic Shakespeare on video?

St. George's Elizabethan [illegible] in North London, [illegible] by a rather difficult first [illegible] has an enormously ambitious [illegible] With a newly formed sister [illegible] Television and Educational Classics Ltd, it is going to [illegible] video recordings of the entire [illegible] of Shakespeare (with [illegible] saying noises) as presented [illegible] George's. It expects to make [illegible] definitive library of Shakespeare recordings over seven or [illegible] years—rather faster than the [illegible] company which is taking [illegible] years to do the Bible.
St George's was set up with [illegible] money and has no Arts Council or local authority grant. Like other theatres it needs to [illegible] running costs. It hopes the [illegible] may be the answer. TEC [illegible] a private concern, [illegible] with English money only.
The head of TEC are Paul [illegible] who has been involved in [illegible] and commercial television in the USA, and old Harrovian Alexander de Grunwald who helped Ken Russell with *The Devils*. They intend to record all the plays in the theatre, and have begun with *Romeo and Juliet*, reviewed on this week's broadcasting page.
There will be an audience in Elizabethan costume and cameras angled backstage, in order, says Paul Bosner, to create an Elizabethan atmosphere for the plays, which are to be produced as they would have been in Shakespeare's time. However, there will be no backchat, oranges, stools on the stage or any improvization.
Shakespearian authenticity has always been artistic policy at St George's though many critics were disappointed by this year's work. There have been technical problems here too and acoustics and lighting were well below par.
The videorecording project brings its own artistic difficulties: filmed theatre has been attempted often before, with distinct lack of success. As yet TEC has neither publishers for its notes nor distributors for its productions and there are already innumerable films and recordings of Shakespeare plays. One American firm has 800. But TEC is confident that its recordings will be profitable, particularly in America.
Messrs Bosner and de Grunwald may be right about the American market but with the cost of each production estimated at around £80,000 at today's prices, it seems unlikely that a fake or sole figure profitable to TEC will be economic for British schools.
The plays will be available as videocassettes, on 16mm film and as filmstrips with sound cassettes. *Romeo and Juliet* runs for nearly three hours. A very tentative suggested purchase price for 16mm is £1,000.
Further information may be obtained from Television and Educational Classics Ltd, Audley House, 9 North Audley Street, London W1.

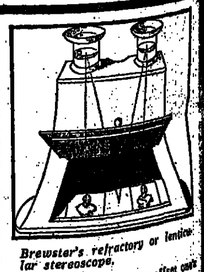
Frances Farrer

Dimensions in Victorian photography

by Christopher Griffin-Beale

The Wonders of the Stereoscope.
By John Jones.
Jonathan Cape, £12.50 (inclusive VAT non net) ISBN 0 224 01344 0.

Despite a recent revival of interest in early photography, little attention has been specifically paid to stereography. The stereoscope viewer, however, antedates the development of photography, and stereographs and the pairs of photographs remained enormously popular throughout the Victorian age.
The twentieth century lost interest, but not entirely. View-masters preserved the notion, there was a brief vogue of 3-D films in the fifties, and now the development of holography offers new possibilities for moving three-dimensional images.
Publishers' previous neglect of this Victorian phenomenon is understandable: how can one represent three dimensions within the flat surface of a book? This two-volume set offers one solution. In the first volume, art lecturer John Jones outlines the history of [illegible] and provides a [illegible] the growth educational sets of travel images—with single plates from his own extensive collection of stereographs.
The second "volume" turns out, upon removal from the slipcase, to be a container for a small plastic stereoscope, together with stereographic pairs of prints of all the main plates in the book.
Jones's text usefully indicates when the choice of subjects for stereography can tell us about Victorian society, and about the medium's technical limitations.
Jones discusses the challenges photography and stereography posed for artists and for their accepted naturalistic definitions of art. The attempt to recreate a classic painting, like the death of Chatterton, with live models for stereography seems intriguingly pointless, while the notion of stereo reproductions of the original two dimensional paintings seemed a positively perverse attempt to con the eye.
The only thing that Jones's literate, informative, though brief text substantially lacks, is any discussion of why the Victorian passion for stereography has not survived.
Otherwise, this well produced volume, is more successful than the accompanying stereoscope. The plastic stereoscope bears no comparison with the impressive variety of Victorian stereoscope viewers. The viewer is folded up for packing in its container, but this ingenious solution makes it hard to hold the stereoscope flat unless one rests it on a table. The height of most tables requires the viewer to kneel down to bring his eyes level with the viewer.



Brewster's refractory or lenticular stereoscope.

This does not help to offset one's hesitation about forking out the inevitably steep price of £12.50 (including VAT, thanks to the new book element). Its appearance in the Christmas season is presumably not fortuitous, and it may have a place as the ultimate coffee-table present for the family that has everything, preferably an expensive high coffee-table.

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TALKBACK

Politics in class

Lionel Cohen

The percentage of teachers who teach politics in schools is minute. Few schools have a civics or British constitution course, and for many students the image of government is centred around dates of long-dead kings and prime ministers, and coloured with distorted pictures of battles won (never lost) by valiant British soldiers.

Most Western countries make it a requirement for state schools to teach at least a basic understanding of the constitution, and American children start to learn about their democracy in primary school. But, strangely, in Britain, the 1944 Education Act, which contained pages of requirements about religious education, is silent on the question of political studies.

There have been problems, not least the shortage of qualified specialist teachers, since few universities in the 1940s and 1950s had politics departments, and the number of politics graduates available for teaching was very small indeed.

It was not until the 1960s that this picture slowly began to change with the establishment of many new universities with strong social science faculties, the comprehensive education, with its greater scope for specialist subjects, and the development of sixth-form colleges gave a further impetus to the non-traditional areas of secondary study.

Other pressures were also evident. The expansion of TV and radio news coverage and current events programmes brought political events more vividly into the home, and the reduction in 1970 of the voting age to 18 gave a positive incentive to young people to find out more about the political system—a system which left many of them dissatisfied and perplexed—but which they wanted to understand better, even if only so try and change it.

A reflection of this stirring of interest in politics was seen in the changing exam syllabuses of the 1970s. The largest, by candidate numbers, was the London Board's A level, which in 1970 was still based on the old British constitution syllabus; and could be passed by students with only a limited factual knowledge of historical British political institutions and their functions. The prime minister, parliament, the civil service, the courts and local government were certainly all important, but they tended to be presented in a context that had little relation to real life, and even less to anything in the way of future university study.

The need for a more flexible [illegible] apparently resulted in some transfer of candidates from the London GCE examinations, which have shown a continuing decline in the number of candidates, to that of the Associated Examining Board, which showed an increase of about 11 per cent from 1974 to 1975. This may have been a result of their introduction of comparative government options in their syllabus, and would probably have been a factor in the decision of the London GCE Board to replace their present examination with a completely new government and political studies paper in 1978.

This new paper is more than just a reflection of the changing importance of politics in the curriculum. Its rigorous conceptual standards, modelled more on university entrance requirements than traditional school teaching, could help provide the stimulus needed for a major reappraisal by schools of the place of politics in teaching. But it also sets the cat among the pigeons. Teachers can no longer complain that they are restricted by the syllabus, and schools can no longer use the excuse that the teaching requirements for the paper may not justify employing specialist staff.

Too often in the past the job of teaching government or British constitution has been tagged on to the principal requirement of a qualification in economics or history as a first teaching subject. This has tended to downgrade the role of political studies. Now, however, the examination requirement to choose optional papers in British government, public administrations, political concepts and a choice of comparative government of China, Russia, France, Germany, the United States or the United Kingdom could justify a whole department of political experts in every large school and college.

In the short run, of course, such an ambitious programme is not going to be possible for the majority. In the next two years there may be some decline in the number of politics candidates, as those students who may once have seen the subject as a "soft" option are deterred by the demands that they would face. But in the longer term this raising of the standard must surely be a challenge that will be met with the same surge forward in numbers, the same multiplication of new courses, that similarly followed the development of the economics syllabuses some 10 or more years ago.

It is a challenge that must be met in the classroom now if we are to justify the expanding role of the teacher in a democratic society. If the price of freedom is eternal vigilance, it is vital that the training of the vigilant citizen of the future begins in the schools.

Lionel Cohen is tutor in politics, Strode's College, Egham, Surrey.

"I'M TELLING YOU'RE THE DEPUTY CHIEF EDUCATION OFFICER"

Parent governors

Barbara Bullivant

Although more education authorities include parents on managing and governing boards and the Taylor Committee are taking evidence on the role of managers and governors, many parent members have to face the tasks of their new role without much help or guidance.

Some authorities still do not consider it necessary to include parents [illegible] authorities give no guidance on election-holding. When invited to participate in elections for a parent-representative, how the first few parents will understand what it is all about and may be no wiser after reading any information from the authority or the school.

After election, parent-representatives may be very unsure of their rights, their duties, and feel alone in a board where everyone else seems to know about administration and educational jargon. In addition, they may feel reluctant or afraid to ask for advice or explanations in case these place on the board should in any way have repercussions for their child in the school.

Such fears, however ill-founded, are not uncommon.

A few authorities arrange training courses for newly-appointed managers and governors, and other organisations — the Confederation for the Advancement of State Education, the National Association of Governors and Managers, the Workers Educational Association, and further and higher education institutions—have also arranged courses in some places. It is rare for any of these to devote time to the particular job of the parent-representative, and when a new system is introduced, with parents serving on boards for the first time, there may be no one locally who can deal with the difficulties of parent-representatives.

Schools and authorities who want parents to be successful members of boards will help where they can. Although most authorities say that an elected parent is not intended to act as a delegate, but is rather "a typical parent", most parent-representatives do want to represent, as best they may, the other parents of the school. To do so, they must meet their fellow parents; to become known to them, and be approachable by them.

Many schools make sure that all parents know who their representative on the board is; some do not. There are many ways of doing this. Photographs can be put on the school noticeboard and in the school magazine; the representative can be given a place to meet parents at parents' evenings and social events; or their names and addresses can be included in school brochures. Some schools finance a newsletter sent home after every meeting of the board, in which the representatives can report on matters of interest and concern to parents (though this is less easy if the authority declare that all discussions at meetings are confidential unless the education committee rule otherwise).

It takes time for the representative to get to know parents, and where parents only serve a year, [illegible] consistent with questions, complaints and suggestions.

It is surprising how often parents will contact their representative with an inquiry which ought to be addressed to the school. Wise representatives will then refer parents to the school, if they are not quite certain that they can answer the inquiry correctly. Some parents are reluctant to contact the school, and ask their representative to ask for them. While this may be possible with fairly general inquiries, the representative cannot be expected to fight individual battles or fight particular and peculiar wrongs. However, if the parent is reluctant to go to the school, the representative might offer to arrange a meeting and accompany the parent.

Parents may know, or fear, that there are difficulties in a school, but be reluctant to mention them to the head or staff. The representative may be able to raise the matter in a general way, not necessarily at a board meeting, and alert the school, or allay parents' fears, or simply ensure that something is being done.

Parents may know much more about the school neighbourhood than members of the staff—they will usually be local residents, in contact with local shops, societies, etc. They can act as watch-dogs for the school in the community, perhaps explaining garbled reports of school events, helping to scotch unfounded rumours and enlisting support for the school. Within the school, they can also act as watch-dogs for the community, making sure that the school is aware of local feelings, events and institutions. Parents can be invaluable members of a school's board, but they need help and encouragement if they are to make their full contribution.

Barbara Bullivant was formerly secretary of the Confederation for the Advancement of State Education.

Special needs

Eric Shearer

A recent survey looked at every child who had spent more than one term in any of my authority's establishments for mildly educationally subnormal children. It was based on the premise that an evaluation should include not only measures of academic gain, but perception of the system by parents, teachers, and children themselves. In special education, where children are only very exceptionally placed without parental consent, the views of parents are crucially important. The survey provided much needed information, where this is conspicuously lacking.

A total of 916 children in 37 schools were involved in the survey; 805 children aged eight or over were individually interviewed, and the parents of 897 children replied to complete questionnaires. The response rate was 100 per cent from class teachers and headteachers. Questionnaires were completed for 85 per cent of the children eligible for interviews, and 91 per cent of the parents returned questionnaires. As well as answering the questions many parents made spontaneous comments about aspects of the service provided for their children.

An objective assessment was made of the reading progress of all the children since entering special education establishments. Because of differences in ages, and in the amount of time spent in special schools or classes, the most useful overall measure was considered to be the mean amount of progress per unit time. For the entire group this was 0.63; for every 12 months spent in special education, the average gain in reading age was about seven and a half months. Since all the children were in special schools or classes because of severe educational difficulties, this is a reasonably encouraging finding. But some had made very little progress, and were likely to leave school virtually or totally illiterate.

The arbitrariness of the present categories of handicap is demonstrated by the fact that of a total of 916 children only 41 per cent were considered by their teachers to have no major additional handicaps; 25 per cent were thought to be maladjusted, 20 per cent had a significant speech defect, and 24 per cent had a physical handicap (including 5 per cent who were epileptic. In residential schools, only 3 per cent were considered to have no additional handicaps, and 65 per cent were judged by their teachers to be maladjusted.

The views of parents, teachers and children were sought as to whether the children were happy in their placements. Teachers considered that 82 per cent of the children were happy, compared with 6 per cent whom they judged to be unhappy. Parents considered that 80 per cent of the children enjoyed school, while 10 per cent were thought not to enjoy it. 72 per cent of parents reported that their children were happier since entering special schools or classes, against 18 per cent who considered their children to be less happy.

A total of 91 per cent of the children said that they enjoyed school, compared with 6 per cent who said they did not. When asked whether they would like to attend an ordinary school, 26 per cent of the children said that they would, against 69 per cent who would not. In residential schools 49 per cent of the children would prefer to attend an ordinary school. There are good reasons why a higher proportion of children living away from home would feel this, and decisions to place children in residential schools must clearly only be taken after full consideration of all those involved.

Parents, teachers and children were also asked for their views on progress made by the children. Teachers considered that 38 per cent of the children had made satisfactory progress, compared with 8 per cent who had not. Parents were less favourable in their assessments —79 per cent were satisfied with their children's progress in reading against 20 per cent who were dissatisfied; in arithmetic, 72 per cent were satisfied and 26 per cent were dissatisfied. Of the children themselves, 91 per cent thought they had improved in reading, and 88 per cent thought that they had improved in arithmetic.

Perhaps the most sensitive indicator of the parents' views of their children's placements was their response to the question whether or not they were glad they had agreed to them entering a special school or class. As many as 88 per cent said that they were glad that they had agreed, compared with 1% per cent who were not.

Parents were also asked what the main advantages and disadvantages were for their children in attending special schools or classes. Of the advantages, by far the most significant was seen as smaller classes and more individual attention. Other major advantages were the provision of education appropriate to the children's needs and abilities, and improvements in job prospects when the children left school. The main disadvantages were transport difficulties, isolation from children in the neighbourhood and the stigma attached to attending a special school.

The survey, based on responses from some 800 parents, does not support the view that children attached to ordinary schools are more acceptable to their peers than special schools. The superficial evidence, showing their satisfaction with children's progress and agreement with the placement were virtually identical for the two categories.

Eric Shearer is staff adviser, special education in Cheshire.

Margaret Murray

Tanzanian children cultivate their *shamba* as part of their *schools' ujamaa* policy.

Developing self-reliance

Kari Blackburn looks at some of the difficulties for Tanzania's schools in following through President Nyerere's educational philosophy

Education for Self-Reliance, Tanzania's major educational statement, appeared shortly after the 1967 Arusha Declaration, which described the kind of socialist state of "ujamaa" villages Tanzania is aiming at. President Nyerere criticised the way in which the existing educational system undermined socialism in Tanzania by providing an elitist education always geared to the next stage rather than being complete in itself, by undermining traditional knowledge, and by taking the healthiest and strongest out of productive work and divorcing them from their rural backgrounds.

Education for Self-Reliance called for a seven-year primary school course complete in itself, and an altered syllabus which would raise the status of agriculture in popular esteem and contribute to a revolution in farming techniques. All schools and colleges, he demanded, should become self-reliant and self-sufficient units producing their own food. The second five year plan (1969-1974) proposed that the primary school become a community educational centre serving "the total educational needs of the community rather than serving as a somewhat detached institution for the education of children". Now nine years after the first appearance of *Education for Self-Reliance* it is appropriate to look at the success of Nyerere's policy which in many ways is similar to the much despised colonial attempts to introduce an appropriate agricultural curriculum into African schools.

Travelling through Tanzania in August, the most obvious sign of education for self-reliance is the sight of schoolchildren in every village harvesting maize in their gay blue and white school uniforms. The primary schools I visited in the isolated mountain regions of Tanga were desperately poor and very understaffed—two teachers to 150 children from five standards was common, and in many schools there was no paper for the children to write on. All school budgets were cut by 25 per cent last year to encourage self-reliant activities as well as for economy. The main source of income for the schools is therefore from the produce of the school *shamba* (field).

Certainly agricultural activities now form an important part in the life of Tanzanian primary schools which the party is always holding up as a good example to the secondary schools. It is doubtful however, if the type of agricultural activities which are common in most Tanzanian schools really do achieve the high ideals set for them—if they do encourage a spirit of collective cultivation, produce the new rural "ujamaa" man and woman, and improve farming techniques. The types of agricultural activity are often no and a project like the oxen one is an example different from the basic labour intensive agriculture the rest of the village engages in, and the teachers often have very little knowledge of and inclination towards agriculture. Many Standard seven leavers still want to go to the towns and not stay and farm in the villages.

Successful education for self-reliance depends on introducing new agricultural skills and on an initial capital investment. This year the Ministry of National Education has formed a special unit to supervise the self-reliance policy throughout the country, but it has very small funds particularly as there is also a drive towards universal primary education. It is because of this that the work of the Catholic Relief Services is so important in Tanzania. Since 1973 CRS have actively supported primary schools and villages with technical experts. Workers teach children, teachers and villagers about the projects, which range from chicken farming, beekeeping, goats, pigs, oxen and dairy cattle to brickmaking.

Most of the one hundred and fifty projects have been chicken farming and they have been mainly on the easily reached coast. The charity, sponsored largely by Oxfam and with some funds from the British Overseas Development Ministry, bought the layer or broiler units for the schools. It taught the children how to look after them, using slides and a pamphlet *Poultry Feeding for Self-reliance*, which describes how to produce poultry rations from local resources. Chicken seemed ideally suited for small-scale activities, particularly in areas of very low protein, but increased feed costs have now reduced their success.

The oxen projects operate effectively. Mpambaa Primary School is in Singida Region, where there are vast sandy plains, huge rounded granite boulders and a low, irregular rainfall. The local Wanyaturi people have had insufficient food because of a drought in the last two years. They are pastoralists and cultivators, and like so many other cattle herding societies are traditionally prejudiced against using their stock as beasts of burden. The primary school has 378 pupils and a fifteen-acre *shamba*, most of which is used for maize and millet. All pupils spend two weeks every year preparing the plot by hand.

It is declared government policy to encourage the use of oxen as draft animals, and so Catholic Relief Services trained a local peasant to manage a team of oxen and bought eight oxen for the school. Ox ploughing was introduced into the curriculum, and pupils now take turns to manage the team and plough the *shamba*, three doing the job formerly done by 300. Catholic Relief Service workers have also taught the children how to record their projects' profits and losses efficiently, and each school is required to report on the progress of its project every three months.

No Tanzanian child needs to go to school to learn to use a *jembe* (hoe). The time is better spent learning something new, and of the oxen one is an example to the local people of how a break in tradition and the use of a plentiful resource like cattle can result in a better life for all. The project also teaches the children how effective can be cultivation with a communal team of oxen rather than with an individual *jembe*.

Projects like the Catholic Relief Services ones show how the political education lessons in every Tanzanian school can become more than the rhetoric of the creeds of Tanzanian socialism—the Arusha declaration, the TANU guidelines and the concept that politics is agriculture ("siasa ni kilimo").

All Tanzanian textbooks for primary schools are now in Swahili as a result of the work of the curriculum developers at the university institute of education. They all exalt the work of the *ujamaa* peasant and the dignity of manual labour. This year the TANU Party is running a campaign for improved farming and more agricultural work, and all educational institutions have been asked to compose revolutionary songs, drum pieces and plays criticising negligent, selfish and lazy workers. But agricultural work in educational institutions will only really achieve its goals if children do learn better farming methods, and this needs substantial inputs which the Tanzanian government can ill afford.

Schools can only perform a radical socializing role if educational policies and practices are well integrated with broader strategies for development. If adult peasants still regard formal education as the only way out of rural poverty (and there are signs that many still do) it is unlikely that schools can convince children of the value of rural life. The formal educational system plays a very important part in the formulation of the new Tanzanian political culture, but its success depends on the *ujamaa* villages, which are the cornerstone of Tanzanian development policies.

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"If there are many others like me [illegible] ... [illegible] ... a revelation" *Yorkshire Evening Press.*

"I loved his description of the evolution of modern pop with illustrating" *Kaleidoscope BBC Radio 4.*

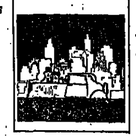
LITERATURE

Come Love with Me

The perfect cassette to introduce English love poetry to reluctant adolescents. From Herrick to MacNeice, from John Donne to Thom Gunn, poems familiar and unfamiliar are woven with music into five short sections. It's entertaining, romantic and fun. Over 55 minutes.

"...a pleasant change" *Coventry Evening Telegraph.*

An Hour with Damon Runyon



Runyon almost invented American gangster patois, and the guys and dolls he described are tough and lawless. Despite this, his use of language, his command of situation and dialogue, are nothing short of brilliant. This cassette contains four excellent short stories by a master of the genre, amusingly read in an appropriate Brooklyn accent by Al Mancini. 60 minutes.

An Hour with Edgar Allan Poe

Four of the greatest stories by the master of the macabre told, with sparing but telling dramatic effects, by Edgar Lustgarten in coolly terrifying style. Over 60 minutes.

"Mr. Lustgarten succeeds admirably" *The Times Educational Supplement.*

"Guaranteed to give you the creeps" *Evening Star, Wolverhampton.*

HISTORY

Invasion! The Spanish Armada

There have been many invasion threats to Britain. This cassette dramatises one of the most potent: the mighty Armada sent by Philip of Spain against the navy of Elizabeth I and her sea captains, led by Sir Francis Drake. A crucial narrative of stirring history, relieved with verve and freshness, starring Francesca Annis. 60 minutes.

DRAMA

Dr. Faustus

Marlowe's most famous play specially adapted by John Peter to keep the best of the drama, the finest of the language, within an hour. Starring Peter Joffrey and Timothy Bateson. Over 50 minutes.

"Marlowe's finest drama vigorously adapted ... it gains from deft editorship. ... An ideal accessory for students" *The Sunday Times.*

"A really fine performance. It brings the play to life, brings out its humour as well as its dramatic qualities." *Brian Savin, BRMB Radio, Birmingham.*

Heroes, Villains and True Love Conquers All

The world of Victorian melodrama of wilting heroines and powerful actors with a host of scenes from the best plays of the period acted, amusingly explained and related to the development of English-speaking theatre. With Simon Ward, Jess Ackland, Raymond Francis, Kate Nicholls, Prunella Scales. 60 minutes.

To order complete the coupon clearly in block letters, UK addresses only please. Allow up to 28 days for delivery. Queries, not orders, to Chris Walker, telephone 01-837 1234, extension 7110.

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	Dr. Faustus	2.95
	Bach Harpsichord Music	2.95
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Enclose a cheque/PO for £_____ crossed and made payable to Times Newspapers Limited.

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Nursery Education

Headships

NEWHAM
London Borough of)
ARBORNE ROAD SCHOOL
Forest Gate, London E7 0PH
HEADTEACHER Group II required for this Nursery Unit which is organised in two separate daily sessions.
Closing date for receipt of application forms 31st December, 1976.
It is essential that applicants for the post should have had teaching experience as either a Nursery School or Class.
Random Scales, plus London Allowance £402, plus Social Priority Allowance £201 or £276, plus Rent Supplement £312.
Application forms may be obtained from the undersigned and should be returned as soon as possible.
T.F. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Bradford BD1 1HY.

Other Appointments

BIRMINGHAM
Nursery NURSE/TEACHER required for Independent Day Care Centre in Selly Oak area. N.N.E.B. or equivalent qualifications and experience essential.
Self addressed envelope for application form to Mrs. Jones, Manager, St. Paul's Day Care Centre, 87 St. Paul's Road, Balsall Heath, Birmingham B12 8NG.

BUCKINGHAMSHIRE
AYLESBURY VALE DIVISION
ADSTOCK COUNTY FIRST SCHOOL near Buckingham
HEAD TEACHER required at this school for pupils up to the age of nine plus. Estimated roll January, 1977: 55.
Group 1 Head Teacher salary payable.
HAINDWICKE C. OF E. (CONTROLLED) FIRST SCHOOL near Aylesbury
HEAD TEACHER required at this school for pupils up to the age of eight plus. Estimated roll January, 1977: 20.
Group 1 Head Teacher salary payable.
Removal expenses up to £160 payable in approved cases, also a housing allowance for married teachers unable to find immediate accommodation.
Application form and further details (stamped addressed envelope) from Divisional Education Officer, Gatehill House, Aylesbury, Bucks HP20 1UU.
Closing date 5th January, 1977.

CORNWALL
EDUCATION COMMITTEE
Applications are invited from suitably qualified teachers for the following Primary Headships:
TREWORTHAN C.P. JUNIOR SCHOOL Redruth
Group 3 (290 on roll)
Vacancy occurs on April 26, 1977.
PENROSE C.P. SCHOOL St. Austell
Group 4 (146 on roll)
Vacancy occurs on April 26, 1977.
LANLIVERY C.P. SCHOOL Lostwithiel
Group 1 (35 on roll)
Vacancy occurs on April 26, 1977.
Application forms and further details from the Secretary for Education, County Hall, Truro, on receipt of a stamped addressed envelope.
Closing date: January 4, 1977.
K. Grutas, Secretary for Education.
Hon. Education Department, County Hall, Truro, Cornwall.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
CHALK HILL J.M.I. INFANTS SCHOOL AND BUNTINGFORD GLASS WORKS Crescent, Hertford
HEAD required from April 1st, 1977. Group 3 £2,760 to £3,570, plus £165 fringe allowance.
Application forms and further particulars from the Divisional Education Officer, Acorn House, Hassell Road, Hertford, Herts, SG13 8AG. Closing date January 4th, 1977.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
HEADTEACHERSHIP
Appointment of HEAD TEACHER
CANTERBURY DIVISION
HERNE BAY REGULVER C.E. PRIMARY SCHOOL
Group 4
(Roll: 363)
Appointment to take effect from April, 1977.
Further details and application forms available from the Divisional Education Officer, 78 London Road, Canterbury CT2 8LY, to whom they should be returned by 31st December 1976.

KIRKLEES
METROPOLITAN COUNCIL
HIGHBURTON C.E. (C) INFANTS SCHOOL
Fields Rise, Kirkheaton
Huddersfield HD5 0NA
Applications are invited from suitably experienced TEACHERS for the HEADSHIP of this Group 3 Mixed Infants School which will fall vacant from January 1977.
Application forms and further details (stamped addressed envelope please) from the Director of Education, Civic House, 2 Oldgate, Huddersfield HD1 6QW. Closing date for completed applications January 7, 1977.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
TREOWEN C.P. (NEW) SCHOOL
Required from 1st May, 1977.
A SENIOR TEACHER Group 4 (Ref. 1697/N/5).
Application forms and further particulars obtainable from the undersigned (stamped addressed envelope please). Completed forms should be returned by 14th January, 1977.
Glynn W. Davies, Director of Education, Education Committee, County Hall, Llandrindod Wells, Powys.

SOMERSET
GUTCOMBE V. A. FIRST
Wheddon Cross, near Minehead
Required for April, 1977. HEAD for this Group 2 school. Thirty on roll. School house available.
Application form and further particulars addressed envelope from Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY.
Closing date : 31st December, 1976.

SEVENOAKS DIVISION
PLATT C.E. (AIDED) PRIMARY SCHOOL Sevenoaks
(Group 4)
DEPUTY HEAD TEACHER for April, 1977.
Full details and application form write (stamped addressed envelope) to the Headmaster at the school.
Revised closing date 14th January.

Primary Education

Headships

BERKLEY
(London Borough of)
ANCHOR MEAD SCHOOL
Upper Wood's Road, Meadow Hill, Kent
Applications are invited from ex-perienced teachers for the post of HEAD TEACHER.
Appointment to commence from Easter Term 1977. Lea.
Application forms and further details from Chief Education Officer for Kent, to whom they should be returned by Friday 31st December.

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
HAWTHORN PARK LOWER SCHOOL
Tavistock Drive
Houghton Regis, LU5 5PX
Head Teacher: Miss B. J. Gadd
Group 3 (Roll 300)
Required in September, 1977, experienced JUNIOR TEACHER, male or female, to have responsibility for MUSIC throughout the school. Ability to play a keyboard instrument would also be included in the post.
Part of the responsibility will be for teachers forming groups from the nursery to master level.
Application forms obtainable from Area Education Officer, Southern Area, Education Offices, Stanbridge Road, Leighton Buzzard, Beds. LU7 8QW, to whom completed forms should be returned as soon as possible.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
HAWTHORN PARK LOWER SCHOOL
Tavistock Drive
Houghton Regis, LU5 5PX
Head Teacher: Miss B. J. Gadd
Group 3 (Roll 300)
Required in September, 1977, experienced JUNIOR TEACHER, male or female, to have responsibility for MUSIC throughout the school.
Part of the responsibility will be for teachers forming groups from the nursery to master level.
Application forms obtainable from Area Education Officer, Southern Area, Education Offices, Stanbridge Road, Leighton Buzzard, Beds. LU7 8QW, to whom completed forms should be returned as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
ROSSLANDS J.M.I. SCHOOL (Group 3)
High Wood Road, Hoddesdon
DEPUTY HEAD required for April 1977 for this 9-form entry school. Candidates should be enthusiastic and energetic teachers with good general experience of teaching children in the five to nine year age range. Experience of cooperative teaching is essential.
Application forms and further details can be obtained from the Divisional Education Officer, Scott House, Hoddesdon, Herts. (tel. Hoddesdon 63581) extension 2.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
BROADSTAIRS ST. PETER'S C. of E. (AIDED) PRIMARY SCHOOL
Group 3
(Roll 366)
DEPUTY HEADMASTER or HEAD-MISTRESS required from 1st April 1977.
Application forms and further particulars from the Divisional Education Officer, Hyperion, The Vale, Broadstairs, Kent, CT10 2AE to whom they should be returned by 28th January 1977.

CROYDON
London Borough of
HEATHLAN JUNIOR SCHOOL
Heathlan Road, Thornton Heath.
Surrey CR4 8HB
Tel: 01-653 4021
Teacher: Easter Term 1977 : experienced and well qualified TEACHER required for THIRD YEAR CLASS to be responsible in addition to normal class teaching for the organisation of Needlework/Art/Craft throughout the school and the preparation and distribution of stock for this.
Salary—Burnham Scale 2, with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form and returnable to the HEAD TEACHER at the above address as soon as possible.

ESSEX
LITTLE PARNDON COUNTY JUNIOR SCHOOL
(Hall 360)
Park Mead, Harlow
Tel: Harlow 24093
Scale 3 Juniors. Required from the beginning of the Summer Term 1977, to assist with CREATIVE DEVELOPMENT throughout the school. An interest in boys games would be a useful addition. Housing available through the Harlow Development Corporation.
Application forms available from and returnable to the Area Education Officer, 1 Vine Street, Stansted, Essex.

KIRKLESS
Metropolitan Council
WOODLALE JUNIOR SCHOOL
Woodlale Avenue, New Hill, Huddersfield HD7 7LJ
Required in Easter 1977, experienced JUNIOR MASTER/MISTRESS to have responsibility for MOVEMENT in the Primary School.
Application forms (stamped addressed envelope please) from the Director of Educational Services, Civic House, 2 Oldgate, Huddersfield HD1 6QW, to whom completed forms should be returned as soon as possible.

HAMPSHIRE
COLBURY FIRST SCHOOL
(five to eight)
Required for September 1977: CONTRIBUTORY for DRAMA/MOVEMENT. Scale 2.
Applications to Mrs. McQuillin, Head Girl, Colbury County Infants School, Foxhills Lane, Colbury, near Eastleigh.

HAMPSHIRE
COPYTHORNE FIRST SCHOOL
(five to eight)
Required for September 1977: CONTRIBUTORY for LANGUAGE DEVELOPMENT, to assist of CO-OPERATIVE UNIT. Scale 2.
Applications to Mr. C. R. Ward, Head Teacher, Copythorne C.E. (Controlled) Primary School, Copythorne, Totton, near Southampton.

NORFOLK
COUNTY COUNCIL
Education Department

HEADS
for
(1) HONINGHAM V.C. PRIMARY SCHOOL
Nr. Norwich (Group 2)
(2) SHELFANGER V.C. PRIMARY SCHOOL
Nr. Diss (Group 1)

Application forms and further details may ONLY be obtained by sending a stamped addressed foolscap envelope to the County Education Officer, County Hall, Norwich NR1 2DL. Removal expenses payable in accordance with Authority's scheme. Closing date, 3rd January, 1977.

Classified Advertisements

The charge for advertising in all classifications is 66p per line (minimum 3 lines).

Display in classified advertisements £3.80 per single column cm (minimum space 9.5 cm double column at £72.20).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space. Copy should be sent to :—

The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

by Monday for the following Friday's issue.

Education Department
HEADSHIP
BRICKNELL PRIMARY SCHOOL
Bricknell Avenue, Hull
Group 6 ; Number on Roll 457 ;
Age range 5-9 years
to commence duty at Easter, 1977 :
Application forms and further particulars can be obtained from the Director of Education (H.Q. Schools), County Hall, Beverley (Tel. 0482 887131, Ext. 418), to whom completed forms should be returned not later than 3rd January, 1977.

Humberside County Council

PRIMARY
Scale 2 Posts
continued

NORTH YORKSHIRE
(County of)
SOUTH MILFORD COUNTY PRIMARY SCHOOL
(Nr Leeds)
Required for Easter, or earlier if possible, experienced TEACHER for TOP JUNIORS with responsibility for MUSIC (piano) Scale 2.
Application forms (stamped addressed envelope please) from the Area Education Office, Department A, 60 Piccadilly, York YO1 1PW, to whom they should be returned within 10 days of the appearance of this advertisement.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
ICKNIELD LOWER SCHOOL
Burr Street, Dunstable.
Headteacher: Miss B. W. Rate
Required as soon as possible, MUSIC Specialist able to teach VIOLIN. Applicants should state other interests as team teaching situation is in operation. Well equipped music room. Scale 1. Scale 2 available for suitably experienced candidate. First appointments considered.
The Authority has a scheme for teachers moving into the county to assist with removal expenses.
Application forms obtainable from the Headteacher, to be returned by January 10, 1977.

BUCKINGHAMSHIRE
COUNTY COUNCIL
BEACONSFIELD CHILTERN DIVISION
CHALFONT ST. PETER'S COUNTY FIRST SCHOOL
Layol End, Chalfont St. Peter
Buckinghamshire
Head: Mrs. E. Turnham
(No. on roll 210)
For January 1977 temporarily in the first instance (or as soon as possible thereafter) a keen enthusiastic TEACHER for a class of 7-8 year olds to take responsibility for Music. A first appointment with musical interests and ability would be seriously considered.
Application forms available from the school, telephone G.X. 84279 upon receipt of a foolscap stamped addressed envelope.

KIRKLEES
METROPOLITAN COUNCIL
HECKMONDWIKE JUNIOR SCHOOL
Cawley Lane, Heckmondwike WF16 0AN
Required for 1st March, 1977, TEACHER, Scale 1, for REMEDIAL WORK with first year juniors.
Application forms (stamped addressed envelope please) from the Director of Educational Services, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom completed forms should be returned as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from qualified TEACHERS for the following posts. GENERAL SUBJECTS in addition to any other qualifications mentioned. Unless otherwise stated, schools admit the full infant and junior age range and are County Schools.
Applications for specific posts should be submitted on Form 1.1 to the Headteacher at the address shown, unless otherwise stated. General applications should be submitted to the Divisional Education Officers.

TUNBRIDGE WELLS DIVISION
SHERWOOD PARK C.P. JUNIOR SCHOOL
ASSISTANT TEACHER required from January, '77, for one form only. Vertically-grouped, mixed ability first and second year juniors, working in an untime-tabled day.
Letters of application to the Headmaster stating interests, experience and naming two referees.

LEICESTERSHIRE
PERIPATETIC MUSIC TEACHER
See advertisement under SECONDARY MUSIC, Scale 1.

LEICESTERSHIRE
DANEHILL COUNTY PRIMARY SCHOOL
Mill Lane, Enderby
Leicestershire
Scale 1
Required January: ability to teach WOODWIND or BRASS desirable.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees. (Stamped addressed envelope.)

Lancashire County Council
CLOSING DATE 28th DECEMBER, 1976
Primary and Special Schools
For application form send stamped addressed foolscap envelope to Chief Education Officer, P.O. Box 61, County Hall, Preston, PR1 8RJ, unless otherwise stated.
Secondary Schools
Forms/further details from and returnable to the Headteacher at the school. Stamped addressed envelope please.
PRIMARY SCHOOLS
HEADSHIP
BLACKPOOL ST. CUTHBERT'S R.C. PRIMARY SCHOOL
[illegible]
HEAD TEACHER
Group 4.
SECONDARY SCHOOLS
SCALE 2 POSTS
SKELMERSDALE AND HOLLAND TAWD VALE HIGH, Glenburn Road, Skelmersdale
(Opened September, 1975)
1st May, 1977
SCIENCE TEAM CO-ORDINATOR.
(Re-advertisement)
PERIPATETIC INSTRUMENTAL TEACHERS
1st May, 1977
1. WOODWIND—Clitheroe area (Bassoon/Saxophone pref.)
2. STRINGS—various areas.
Applicants considered from newly qualified teachers—Scale 1, and Experienced Qualified Teachers—Scale 2.

SCOTT WILKIE PRIMARY SCHOOL,
Beckton Area
(Roll 219)
Required as soon as possible:
Applications are invited from
Infant and Junior Teachers
for 3 Scale 2 posts in this new school.
READING/LANGUAGE
CURRICULUM DEVELOPMENT
(State particular interest)
[illegible]
BURNHAM SCALES
Plus LONDON ALLOWANCE £402
Plus ANNUAL SUPPLEMENT £312
Application forms may be obtained from the undersigned: closing date for receipt of applications, 24th December, 1976.
Education Offices, Broadway, Stratford, E15 4BH. J. S. Wilkie, M.A., Ph.D., Director of Education
LONDON BOROUGH OF NEWHAM

NORTH YORKSHIRE
(County of)
LONGMAN'S HILL COUNTY PRIMARY SCHOOL
Selby
Required for Easter, or earlier if possible, experienced TEACHER for INFANTS/JUNIORS. Scale 1. This is a new school opening early in 1977.
Application forms (stamped addressed envelope please) from the Area Education Office, Dept. A, 60 Piccadilly, York YO1 1PW. Closing date 31st December, 1976.

Middle School Education

Remedial Posts

Other Posts on Scale 2 and above

BUCKINGHAMSHIRE
AYLESBURY VALE DIVISION
WILLIAM HARDING COUNTY MIDDLE SCHOOL
Elm Farm Road, Aylesbury
UNIT FOR PHYSICALLY HANDICAPPED CHILDREN
Required experienced TEACHER with responsibility for meeting the needs of physically handicapped children. The person appointed will be based for most of the time at William Harding County Middle School, where there are special facilities for these children who are admitted from a wide area and are integrated and share as far as possible in the normal life of the school. He or she will be expected to work largely in the general classroom situation and to make a significant contribution to the general life of the school.
Scale 3 salary.
Removal expenses up to £150 payable in approved cases: also a housing allowance for married teachers unable to find immediate accommodation.
Application form (stamped addressed envelope) from Divisional Education Officer, Exchange Street, Aylesbury, Bucks. HP20 1UH.

By Subject Classification

Modern Languages

Scale 1 Posts

BERKSHIRE
ROYAL FREE CE (AIDED) JUNIOR SCHOOL
Bachelors Acre, Windsor
Required in January, or April, 1977, for this 7 to 11 school to be re-organized in September 1977 as a Middle School (9 to 13) ASSISTANT TEACHER with responsibility for FRENCH. Scale 2 for suitably experienced candidate. London Weighting £160 per annum. Assistance with removal expenses in approved cases.
Forms and further details from District Education Officer, Old British School, Victoria Street, Windsor SL4 1EP (stamped addressed envelope).

Music

Other Posts on Scale 2 and above

HAMPSHIRE
BARTLEY MIDDLE SCHOOL
(Eight to 12)
Required for September, 1977:— Scale 2. CONSULTANT for MUSIC and ASSOCIATED ACTIVITIES.
Applications to Mr. D. King (Head Elect), Head, Totton County Primary School, School Road, Totton, near Southampton.

Other than by Subject Classification

Scale 1 Posts

EALING
(London Borough)
EDUCATION SERVICE
WOOD END MIDDLE SCHOOL
Wood End Way, Northolt, Middlesex
Required for January, GENERAL TEACHER for fourth year class. Assistance with boys' games an advantage.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.
Application forms (stamped addressed envelope) from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU, to be returned as soon as possible.

Secondary Education

Headships

BROMLEY
(London Borough of)
ROCK HILLS SCHOOL FOR GIRLS
Anerley Road, Anerley
London, SE20 8BD
(Group 8; Roll 880)
HEAD TEACHER
Applications are invited for this post, which will become vacant from 30th April 1977, on the retirement of the present Headmistress. Under the Authority's plans for secondary reorganisation, Rock Hills School, which was formerly non-selective, now has an all-ability intake of four/five forms each year. There are 880 pupils on roll, with a developing Sixth Form.
Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal expenses are payable to teaching staff appointed from outside the London area.
Application forms and further particulars may be obtained from the Chief Education Officer, London Borough of Bromley, Sunnymead, Bromley Lane, Chislehurst, Kent BR7 6LH. The closing date for [illegible]

WILTSHIRE
THE JOHN BENTLEY SCHOOL
Calne
(Group 12)
Applications are invited for the post of
HEAD
This 11-18 comprehensive school with 1,450 pupils on roll serves the town of Calne and the surrounding rural area. It has modern buildings which have recently been extended and excellent playing fields.
Applicants should have the experience, ability and enthusiasm necessary to lead a large and developing school. Interviews will be held in January and the person appointed will be expected to take up the post at Easter 1977.
Application forms and further details from: Chief Education Officer, County Hall, Trowbridge, BA14 8JB. Closing date 1st January 1977.

Deputy Headships Senior Masters/Mistresses

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
MARK RUTHERFORD UPPER SCHOOL AND COMMUNITY COLLEGE
Wentworth Drive, Bedford
(Group 11)
SECOND MASTER/MISTRESS required for September, 1977.
The principal area of responsibility for the person appointed will be as Director of Studies for 16-19 education.
The school opened in September 1973 and had its first small 6th Form in September 1976.
A candidate is sought with energy, enthusiasm and experience of 6th Form courses for a wide ability range.
Application forms and further particulars available from the Headmaster at the School.

CLWYD
COUNTY COUNCIL
ST. RICHARD GWYN CATHOLIC HIGH SCHOOL
Flint (2786)
(11 to 18, 900 pupils)
Head—P. D. Bryon, B.A.
DEPUTY HEAD
Group 10
The school provides secondary education for the catholic children of North East Clwyd. The Governors hope to engage an energetic and experienced teacher to take some responsibility for girls' welfare, and to be actively involved in the management of the school and teaching.
Application forms and further particulars may be obtained from the Head, to whom completed forms should be returned by January 4.
John Howard Davies, Director of Education, Shire Hall, Mold.

DORSET
KINGSLEIGH SECONDARY BILATERAL MIXED SCHOOL
Hadow Road, Bournemouth
(846 on roll)
Required Summer Term, 1977: SECOND MASTER / MISTRESS—Salary in accordance with Deputy Head Teachers' Scale for Group 10 schools. Applications are invited from well qualified men and women for this key post in the school. Good teaching experience (any subject), administrative ability and capacity to accept responsibility for boys' welfare and discipline are looked for. Assistance with removal and legal expenses.
Application forms and further particulars are available from the Headmaster at the school (stamped addressed envelope, please) and should be returned by Friday, 31st December, 1976.

LEICESTERSHIRE
RUSHEY MEAD SCHOOL
Melton Road, Leicester
Head: Mr. C. R. Burrows, A.C.P.
Group 11
FIRST DEPUTY HEAD
FIRST DEPUTY HEAD required April. In addition to general duties of school management, Deputies have specific responsibilities referring to welfare and discipline of girls and boys and to curriculum and timetable development.
Apply (no forms) with full particulars and the names and addresses of two referees to the Head by 30th December. (Stamped addressed envelope.)

NEWHAM
(London Borough of)
SARAH BONNELL SCHOOL
Deanery Road, Stratford E15 4LP
(Roll 1,034 girls)
Headteacher, Mr. P. A. Thomas, Dip. Ed.
The School is situated near Stratford Station (main line and Central Line) and several bus routes are within easy reach of the school.
Required April 1977:
TEACHER for the post of DIRECTOR OF STUDIES, Scale 4. Candidates would require a wide knowledge of curriculum development, time-tabling, external examinations procedures, and be able to establish close links with pastoral and academic areas of school.
Candidates should be well experienced and are expected to undertake teaching. "A" level and "O" level and C.S.E. courses are well established and are expected in a wide range of subjects.
Burnham Scales, plus London Allowance £402, plus Annual Supplement £312 plus Social Priority Allowance £201 or £276.
Application forms may be obtained from the undersigned and should be returned as soon as possible.
J. S. Wilkie, M.A., Ph.D., [illegible]

SANDWELL
(Metropolitan Borough of)
GEORGE SALTER HIGH SCHOOL
Claypit Lane, West Bromwich, West Midlands B70 9UW
Tel. 021-569 2258
(11 to 16 mixed Comprehensive School, 1,600 pupils)
Required for Summer Term, 1977: First DEPUTY HEAD TEACHER (Group 12 plus S.P.S. Allowance)
The school is pioneering work in multi-cultural education and in overcoming obstacles to learning. Qualities of leadership, creative thinking, proven administrative ability and a commitment to innovatory work are essential requirements.
Application forms and comprehensive details are available from, and returnable to, the Director of Education, Education Offices, P.O. Box 41, High Street, West Bromwich, West Midlands. Closing date extended until 4th January, 1977.

Remedial Posts

Scale 1 Posts

BERKSHIRE
MEADWAY COMPREHENSIVE SCHOOL
The Meadway, Tilehurst, Reading
Headmaster: G. F. Lorenc, B.A., B.Sc. (Econ).
Required from January, 1977, or as soon as possible afterwards a TEACHER, Scale 1, for REMEDIAL WORK with first and second year pupils. The teacher appointed will have his/her own base and will be responsible to the teacher in charge of remedial education within the English Faculty.
Write to the Headmaster at the school for application forms, enclosing stamped addressed envelope.
Assistance with removal expenses. Lodging allowance (married teachers only) in approved cases.

LONDON, E.1
SIR JOHN CASS'S FOUNDATION AND RED COAT CHURCH OF ENGLAND SECONDARY SCHOOL
Stepney Way
London, E1 0RH
(950 boys and girls)
Headmaster: G. R. Barrell, B.Sc. (Econ.), F.C.P., F.R.S.A.
Required as soon as possible, MASTER/MISTRESS to teach in the DEPARTMENT of REMEDIAL and SOCIAL EDUCATION.
Scale 1. London Allowance, and assistance with travel where appropriate.
Application form from Headmaster (01-790 6712).

OXFORDSHIRE
COUNTY COUNCIL
LORD WILLIAMS'S (C) SCHOOL
Oxford Road, Thame, Oxfordshire
Required immediately for two terms initially, a remedial TEACHER for small groups of children aged 11-14, prime emphasis on ENGLISH reading and writing.
Applications to the Principal, naming two referees, immediately. A stamped addressed envelope, please.

COUNTY OF SOUTH GLAMORGAN
HEADTEACHER: GROUP 13
(Present Roll: 1,351 Pupils)
BRYN HAFREN GIRLS' COMPREHENSIVE SCHOOL, BARRY
Applications are invited from suitably qualified and experienced teachers for the Headship of this Girls' Comprehensive School which falls vacant on September 1, 1977, due to the retirement of the present Head Teacher.
HEADTEACHER: GROUP 8
(Present Roll: 449 Pupils)
ST CADOC'S ROMAN CATHOLIC COMPREHENSIVE SCHOOL, BARRY
Applications are invited from suitably qualified and experienced teachers for the Headship of this Mixed Comprehensive School which falls vacant on September 1, 1977, due to the retirement of the present Head Teacher.
Application forms and further particulars for the above posts may be obtained on receipt of a stamped addressed foolscap envelope, from the undersigned, to whom completed forms should be returned within 14 days of the appearance of this advertisement.
F. J. ADAMS, Director of Education, Education Offices, Kingsway, Cardiff.

London Borough of Sutton
Carshalton High School for Boys
Winchcombe Road, Carshalton
Deputy Headteacher Group 11
Applications are invited for this post to commence duties on April 27, 1977, following the retirement of the present deputy headteacher. This is a 6 f.e. school with 1,000 boys aged 11-18 on roll. Further particulars and application form from Director of Education, The Grove, Carshalton, Surrey SM5 3AL (s.a.e., please). Closing date, December 30, 1976.

By Subject Classification

Art and Design

Scale 1 Posts

BARNET
(London Borough)
EAST BARNET SCHOOL
Chestnut Grove, Cat Hill
East Barnet, Hertfordshire
01-449 4534
Nearest Tube Station, Cockfosters
(Co-educational comprehensive) Roll 1,100, 11-19 [illegible]
Required January 1977, [illegible] TEACHER for Spring Term in the first instance, possibly longer, qualified TEACHER of DESIGN and CRAFTS. Particularly [illegible] WORK, full-time or part-time. Scale 1.
Applications immediately to Headmaster, giving full details and name of a professional referee (stamped addressed envelope).

CHANNEL ISLANDS
STATES OF JERSEY
EDUCATION COMMITTEE
ST. HELIER BOYS' SCHOOL
Required for January, 1977, or as soon as possible thereafter:—
A TEACHER of [illegible] CENTRED STUDIES [illegible] capable of bringing to [illegible] an expertise in WOOD [illegible] PLASTICS but with the [illegible] to contribute to [illegible] courses requiring a much wider range of interests and [illegible]. Candidates prepared for C.S.E. Mode 3 courses in [illegible] Studies and Applied Design.
Application forms and further details from Director of Education, P.O. Box [illegible], Highlands, St. Saviour, Jersey, C.I., to be returned to the Head Teacher of the school as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE HOWARD SCHOOL
Gillingham
(A Grammar, Modern School of 1,000 boys aged 11 to 19)
Required as soon as possible, someone to teach ART full-time for a temporary post until August 1977, but might lead to a permanent appointment.
Details and application form from the Headmaster.

SHROPSHIRE
EDUCATION COMMITTEE
MEOLE BRACE MODERN SCHOOL
Longden Road, Shrewsbury SY3 9DW
Scale 1. ART TEACHER required for January, 1977.
Further details from Head (stamped addressed envelope).

SECONDARY
continued

Commercial Subjects

Heads of Department

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
AYLWARD SCHOOL
Wilbury Way, London N18 1BX
Group 11 (eight-form entry)
Mixed Comprehensive School
(Roll 1,250, rising to 1,350)
Telephone: 01-803 6334
Required for Easter or September, 1977, HEAD of HISTORY and BUSINESS STUDIES. Scale 5. Experienced, well qualified teacher to be responsible for History throughout the school, first to sixth forms as well as Business Studies courses in the Upper School, fourth to sixth forms.
Consideration given to the following: 100 per cent removal expenses*, generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 a week lodging allowance (up to four months) in certain cases.
* £400 maximum.
Application forms and further details (stamped addressed envelope) obtainable from the Headmaster, to whom they should be returned as soon as possible.

Other Posts on Scale 2 and above

ESSEX
ST. PETER'S HIGH SCHOOL
(Roll 1,350)
Burnham-on-Crouch
Telephone Maldon 782377
TEACHER of BUSINESS STUDIES with ECONOMICS. Scale 2 post for suitably experienced applicant, otherwise Scale 1.
Applications by letter stating special interests and quoting names of two referees to the Headmaster at the school as soon as possible.

Scale 1 Posts

BRENT
(London Borough of)
WILLESDEN HIGH (MIXED) SCHOOL
Doyle Gardens NW10 3ST
(Roll: 1,679, 11 to 18. Social Priority School)
Required from January:
TEACHER for TYPING, SHORTHAND or COMMERCE for 3 half days per week. Candidates should apply by letter to the Head of the School as soon as possible giving present post, qualifications, experience and references.
London Allowance of £402 is payable (pro-rata) per annum.

HARINGEY
(Borough of)
THE SCHOOL OF ST. DAVID AND ST. KATHARINE
St. Mary's Road, London N8 7JB
Telephone 348 6292
Headmaster: J.B. Ashwin, M.A. (Cantab.)
Required for January:
Temporary PART-TIME TEACHER (approximately 0.5) of TYPEWRITING and SHORTHAND, for two terms, in this new 11 to 18 Mixed Church of England Comprehensive School.
Please apply by letter as soon as possible to the Headmaster at the school, giving details of qualifications and experience and the names of two referees.
London Allowance £402 payable.

NEWHAM
(London Borough of)
LITTLE ILFORD SCHOOL
Browning Road, London E12 6ET
(Roll 1,312, Co-educational)
Head Teacher: Mr. R. G. H. Andrews, B.A., M.Ed.
Required January, 1977:
Qualified TEACHER or part-time TYPING INSTRUCTOR.
Further details and application forms may be obtained from the Head Teacher (Tel. 01-478 8024) and should be returned to the school as soon as possible.

Domestic Subjects

Heads of Department

EALING
(London Borough)
EDUCATION SERVICE
GREENFORD HIGH SCHOOL
Ruislip Road, Greenford, Middlesex
HEAD OF HOME ECONOMICS
Required as soon as possible, a well-qualified and experienced Teacher to be responsible for Home Economics and to assist in the oversight of girls' welfare. A Scale [illegible] available for suitably qualified candidate.
London Weighting £402.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.
Further details and application form from the Headmistress, Miss J. A. Holt, B.A., Greenford High School, Ruislip Road, Greenford (stamped addressed envelope).

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ROCHESTER, CHAPTER SECONDARY SCHOOL
[illegible]
HEAD of DEPARTMENT required from January. An enthusiastic and [illegible] teacher is needed to [illegible] this large and [illegible] department with courses [illegible] C.S.E. and G.C.E. "O" level [illegible] Scale 3. Vacancy due to [illegible] Scale 2 post for suitable candidate. Applications to the [illegible] giving the names of [illegible] referees.

DOVER DIVISION
[illegible] SECONDARY [illegible] (Group 10)
[illegible] TEACHER is required [illegible] 1977, with [illegible] to develop (existing courses) [illegible] needs of boys and [illegible] the school.

Scale 1 Posts

COVENTRY (City of)
CARDINAL NEWMAN R.C. MIXED COMPREHENSIVE SCHOOL
Sandpits Lane
(1,430 on roll)
Required Easter, 1977 or January if possible
HOME ECONOMICS, Scale 2
First appointment considered on Scale 1.
Apply by letter giving full details (age, qualification, experience) and names and addresses of two educational referees to the Headmaster at the school.

CROYDON
(London Borough of)
ST. MARY'S R.C. HIGH SCHOOL
Woburn Road, Croydon CR0 2AB
Telephone 01-686 3337
Tenable, January 1, 1977 (or as soon after as possible).
A HOME ECONOMICS TEACHER is required for this mixed Catholic sixth-form entry 11-16 school. There is excellent new well-equipped accommodation comprising of four home economics and two needlework rooms. There are well established G.C.E. "O" level and C.S.E. courses within the department. The appointment would be initially for two terms with the opportunity for a permanent appointment from September, 1977, for the successful applicant.
Salary, Burnham Scale 1, with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from (and returnable to) the Head Teacher at the above address as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ROCHESTER, REDE SECONDARY SCHOOL
Carnation Road, Strood
Required for January, 1977, TEACHER for HOME ECONOMICS to join a Technical Department offering a full programme which includes home craft, child care, needlework, design, art and craft for girls and boys. Excellent facilities.
Please apply to Headmaster giving full details—two referees.

LONDON
URSULINE CONVENT
Forest Gate, London E7
(Girls' Comprehensive School 900 on roll)
Required January, 1977:—
TEACHER for HOME ECONOMICS.
Apply Headmistress giving names and addresses of two referees.

LONDON, S.W.1
GREYCOAT HOSPITAL
Greycoat Place, Westminster
(Voluntary Aided Church of England Grammar School—650 girls).
Required as soon as possible: Part-time qualified HOME ECONOMICS TEACHER to teach COOKERY to "O" level for 1½ days a week for two terms.
Apply by letter to the Headmistress as soon as possible sending curriculum vitae and names of two referees.

Economics

Scale 1 Posts

LONDON EC2A 4AP
CENTRAL FOUNDATION BOYS' GRAMMAR SCHOOL
Cowper Street
(Near Old Street Station)
Required to commence in January, or as soon as possible thereafter, a part-time TEACHER of ECONOMICS in this boys' grammar school.
The subject is taught in the Sixth Form only and there is a strong Economics Department. About 50 boys in Upper and Lower Sixth are currently studying for "A" level Economics in three groups. On present timetabling the requirement is for Wednesday and Friday mornings.
Please apply, by letter only, to the Headmaster immediately enclosing all relevant details and the names of two referees. Telephone number, 01-253 3741.

PORTSMOUTH
PORTSMOUTH GRAMMAR SCHOOL
(H.M.C., Direct Grant/Independent, 750 boys)
ECONOMICS
Required for September, ASSISTANT MASTER or MISTRESS to teach ECONOMICS, including some Sixth Form work, with preferably French or Mathematics as a subsidiary subject.
Applications with curriculum vitae and names and addresses of two referees as soon as possible to the Headmaster, Portsmouth Grammar School, High Street, Portsmouth PO1 2LN (Tel. Portsmouth 819125).

English

Other Posts on Scale 2 and above

NEWHAM
(London Borough of)
SARAH BONNELL SCHOOL
Deanery Road, Stratford E15 4LP
(Roll 1,034 girls)
Head Teacher, Mrs. P. A. Thomas, Dip.Ed.
The school is situated near Stratford Station (Main Line and Central Line) and several bus routes are within easy reach of the school.
Required April 1977, or earlier if possible:—
TEACHER as second in ENGLISH DEPARTMENT. Scale 3. Interest in work of library would be helpful.
"A" level and "O" level and C.S.E. courses are well established in a wide range of subjects.
Burnham Scales plus London allowance £402 plus annual supplement £312 plus Social Priority allowance £201 or £276.
Application forms may be obtained from the undersigned, and should be returned as soon as possible.
[illegible] of Education, Education Offices, Broadway, Stratford E15 4BH.

Scale 1 Posts

BERKSHIRE
ALFRED SUTTON BOYS' SCHOOL
Crescent Road, Reading, RG1 5SR
(11-18 Comprehensive: 650 boys)
Headmaster, M. C. Smyth, M.A.
Required for January, 1977, a TEACHER to join the ENGLISH DEPARTMENT. Work at all levels available up to "O" level, but preference given to a person who can make a strong contribution to examination work. The post is suitable for either an experienced teacher or a newcomer to the profession.
In 1972 a separate sixth form unit was opened; this is shared with the nearby Girls' School and offers first class study and social facilities.
Apply by letter to the Headmaster at the School, quoting relevant information and names and addresses of two persons to whom reference may be made.
Assistance with removal expenses. Lodging allowance (married teachers only) in approved cases.

BUCKINGHAMSHIRE
WYCOMBE DIVISION
SIR WILLIAM BORLASE'S SCHOOL
Marlow
Founded 1624
(No. on roll 520 boys—150 in Sixth Form)
Headmaster: R. R. Smith, M.A.
Required for September, 1977, or earlier, qualified graduate TEACHER to teach ENGLISH throughout the school. Salary according to qualifications and experience.
Removal expenses up to £150 and housing allowance pending removal are payable in approved cases.
Applications by letter to the Headmaster as soon as possible (stamped addressed envelope please).

CROYDON
(London Borough of)
HALING MANOR HIGH SCHOOL
Kendra Hall Road
South Croydon, CR2 6DT
Telephone: 01-681 1141
Tenable: 1st January, 1977
TEACHER of ENGLISH is required. The school is fully comprehensive with strong "O" level groups. Graduates and non-graduates will be equally considered. Interviews will be arranged after Christmas.
Salary: Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from (and returnable to) the Head Teacher at the above address as soon as possible.

CROYDON
(London Borough of)
TAUNTON MANOR HIGH SCHOOL
Homefield Road, Old Coulsdon, Surrey, CR3 1ES
Telephone: Downland 51161
Tenable: 1st January, 1977
Well qualified and suitably experienced TEACHER preferably with graduate qualifications in General Art subjects, to teach mainly ENGLISH with some junior Latin and/or Classical Studies.
The school is an 11 to 14 Co-educational Comprehensive High School, is modern and well equipped.
Salary: Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from (and returnable to) the Head Teacher at the above address as soon as possible.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
WINCHMORE SCHOOL
(MIXED COMPREHENSIVE)
Laburnum Grove, London N21 3HS
(Roll 1,342)
Required for January, 1977, a TEACHER for ENGLISH able to teach middle and lower ranges of ability, years first to fifth. Some examination work for C.S.E.
Consideration given to the following:—100 per cent removal expenses*, generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 per week lodging allowance (up to four months) in certain cases.
* £400 maximum.
Application forms (stamped addressed envelope) obtainable from the Headmaster to whom they should be returned as soon as possible.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
THE CAMPION SCHOOL
(Roll, 640 boys)
Wingletye Lane, Hornchurch RM11 3BX
Voluntary Aided Grammar School
Required 31st January, 1977, or as soon as possible thereafter:—
Specialist TEACHER of ENGLISH to "O" and "A" level, to be responsible for the library. Assistance with games welcomed. Scale 2 post available for suitable applicant.
There is a scheme for removal expenses.
Letter of application to the Head Teacher giving full curriculum vitae and quoting two referees.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
BARNWELL SCHOOL
Barnwell, Stevenage
(Group 10)
TEACHER of ENGLISH to take the subject at all levels required January, for two terms only in first instance. Apply direct to the Headmaster (telephone 51696).
Further details on request. Removal expenses may be paid.

REDBRIDGE
(London Borough of)
HAINAULT HIGH SCHOOL
Harbourer Road, Hainault, Ilford IG6 3TN
(Tel.: 01-500 4266)
Head, Mr. J. I. Westbury, M.Ed., Dip.Th.
Required for January, 1977, or as soon as possible a suitably qualified TEACHER of ENGLISH (Scale 1) to teach English from the first to fifth year in this newly formed mixed comprehensive school. Outer London Allowance is payable.
Further details available from the Head at the school to whom applications by letter should be sent as soon as possible giving the education, qualifications, teaching experience and the names of two referees.

SHEFFIELD
EDUCATION COMMITTEE
GLEADLESS VALLEY SCHOOL
Matthews Lane, Sheffield S8 8JS
A 11 to 18 Comprehensive
Required for January, 1977, an ASSISTANT TEACHER of ENGLISH. Some "A" level work available for suitable candidates. Scale 1.
Please send letters of application with the names of two referees, together with a stamped addressed envelope to Mr R. Lamb, the Headmaster, 302 Warminster Road, Sheffield S8 9PT.

SHROPSHIRE
EDUCATION COMMITTEE
MADELEY COURT COMPREHENSIVE SCHOOL
Court Street, Madeley, Telford Salop
Wanted as soon as possible, ENGLISH TEACHER, Scale 1. Temporary post for one term in first instance.
Further details from Head (stamped addressed envelope).

Geography

Heads of Department

AVON COUNTY
THE RIDINGS HIGH SCHOOL
Winterbourne, Bristol BS17 1JL
(11 to 18 plus mixed comprehensive, 1,870 on roll)
HEAD of GEOGRAPHY DEPARTMENT. Scale III.
Required for April, 1977, or earlier, if possible, a well-qualified experienced TEACHER to organize and teach the subject to all levels and abilities. Geography is taught within a faculty of World-Studies which includes History and Religious Education, also.
Applications by letter to the Headteacher with full details of qualifications, experience and names of two referees.

CROYDON
(London Borough of)
TAUNTON MANOR HIGH SCHOOL
Homefield Road, Old Coulsdon, Surrey CR3 1ES
Tel: Downland 51161
Tenable: 1st January, 1977
Well qualified and suitably experienced TEACHER, preferably with graduate qualification, as HEAD OF GEOGRAPHY to assume responsibility for the department and to teach throughout the school.
The school is an 11 to 14 co-educational comprehensive high school, is modern and well equipped.
Salary—Burnham Scale 2, with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

Scale 1 Posts

CROYDON
(London Borough of)
DAVIDSON HIGH SCHOOL
Davidson Road, Croydon CR0 6DD
Tel: 01-656 0913
Tenable: 1st January, 1977.
Temporary full-time TEACHER of GEOGRAPHY is required in this 11 to 14 mixed comprehensive school. Please apply direct to the Head Teacher for application form and details.
Salary, Burnham Scale 1, with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

CROYDON
(London Borough of)
TAUNTON MANOR HIGH SCHOOL
Homefield Road, Old Coulsdon, Surrey CR3 1ES
Telephone: Downland 51161
Tenable: 1st January, 1977
Well qualified and suitably experienced TEACHER for a temporary appointment to teach GEOGRAPHY throughout the school.
The school, an 11 to 14 co-educational comprehensive high school, is modern and well equipped.
Salary: Burnham Scale 1 with London Area allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send s.a.e. for application form from and returnable to the Head Teacher at the above address as soon as possible.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
REDDEN COURT SCHOOL
(Roll 613; coeducational)
Cotswold Road, Harold Wood, Romford RM3 0TS
Required as soon as possible: ASSISTANT TEACHER of GEOGRAPHY to join an established environmental studies department in this small, four-form entry comprehensive school.
There is a scheme for removal expenses.
Letters of application to Head Teacher, giving full curriculum vitae and quoting two referees.

WIGAN
(Metropolitan Borough of)
Scale 1
GEOGRAPHY TEACHER to C.S.E. and "O" level.
SHEVINGTON COUNTY HIGH SCHOOL
Shevington Lane, Shevington Wigan WN6 8AU
(11-16 mixed comprehensive)
Required for February, 1977, or as soon as possible afterwards. Application forms obtainable from and returnable to the Head Teacher (reference AS1) (stamped addressed envelope) by the 14th January, 1977.

History

Heads of Department

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
AYLWARD SCHOOL
Wilbury Way, London N18 1BX
(Group 11; eight-form entry; mixed comprehensive school, roll 1,250, rising to 1,350)
Telephone: 01-803 6334
Required for Easter or September, 1977, HEAD of HISTORY and BUSINESS STUDIES. Scale 5. Experienced, well-qualified TEACHER to be responsible for history throughout the school, first to sixth forms, as well as business studies courses in the upper school, fourth to sixth forms.
Consideration given to the following: 100 per cent removal expenses, £400 maximum, generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 per week lodging allowance (up to four months) in certain cases.
Application forms and further details (stamped addressed envelope) obtainable from the Headmaster, to whom they should be returned as soon as possible.

Scale 1 Posts

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
TRURO COUNTY SECONDARY GIRLS' SCHOOL
Daniel Road, Truro
(Number on Roll 480)
Headmistress: Miss P. Christopher
HISTORY—Scale 1
Required at the beginning of the Summer Term, 1977, an ASSISTANT TEACHER to teach HISTORY and some ENGLISH. Please state other interests.
The school is being reorganized on Comprehensive lines and will move to new buildings in September, 1980.
Further details and forms of application, returnable not later than 4th January, 1977, may be obtained from the District Education Office, The Leats, Truro, upon receipt of a stamped addressed envelope.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
ALBANY SCHOOL
Bell Lane, Enfield EN3 5PA
(Eight form entry, mixed comprehensive school. Roll approx. 1,170 rising to 1,350)
(Telephone: 01-804 6946)
Required as soon as possible, GRADUATE to teach HISTORY throughout the school. History is taught as part of an integrated social studies syllabus in the first two years only. Some "A" level work may be included.
The Department is housed in a new modern teaching area. Excellent facilities available.
Consideration given to the following:—100 per cent removal expenses*, generous assistance with relocation costs, temporary housing accommodation for up to two years. £10 per week lodging allowance (up to four months) in certain cases.
* £400 maximum.
Application forms (stamped addressed envelope) obtainable from the Headmistress to whom they should be returned as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SEVENOAKS DIVISION
SWANLEY SCHOOL
Swanley, Kent BR8 7TE
Established large comprehensive school with a full range intake, mixed, 11-18; 200 in Sixth Form.
Required from late January, a TEACHER for HISTORY to replace a teacher absent on maternity leave. The appointment would necessarily be temporary but would last until at least the end of the summer term, very probably longer. History is taught within the Humanities faculty.
Application is by letter to the Headmaster at the school, giving details and naming referees.

SURREY
[illegible] C.E. COMPREHENSIVE SCHOOL
Required for spring term 1977, a TEACHER to take HISTORY to "O" level.
Apply: Cranleigh 3833.

Humanities

Scale 1 Posts

HARINGEY
(Borough of)
THE SCHOOL OF ST. DAVID AND ST. KATHARINE
St. Mary's Road, London N8 7JB
(Telephone: 348 6292)
Headmaster, J. B. Ashwin, M.A. (Cantab.)
Required for January — Part-time temporary TEACHER of HUMANITIES (history, geography, and social studies) for two terms, in this new 11 to 18 mixed Church of England comprehensive school.
Please apply by letter, as soon as possible, to the Headmaster at the school, giving details of qualifications and experience and the names of two referees.
London allowance, £402, payable.

Mathematics

Heads of Department

CAMBRIDGESHIRE
CAMBRIDGE AREA
ELY FEDERATION OF VILLAGE COLLEGES
LITTLEPORT VILLAGE COLLEGE
Required for September, 1977, HEAD of MATHEMATICS DEPARTMENT (Scale 4). Applications are invited from well qualified and experienced teachers to take charge of a strong and enterprising department in this growing 11 to 16 mixed comprehensive school with excellent facilities. There are established G.C.E. "O" level and C.S.E. courses (S.M.P.) and Computer Studies.
Further details and application forms available from the Warden, Parsons Lane, Littleport, Cambs. (Telephone: Ely [illegible] and 860196) (Closing date, January 10).

CUMBRIA
EDUCATION COMMITTEE
ST. ALOYSIUS R.C. SECONDARY SCHOOL
Barrow-in-Furness
(Secondary modern: 11 to 16; mixed; roll 463)
Required May 1, 1977 (or earlier if possible) HEAD of MATHEMATICS (Scale 3) to be responsible for the subject to "O" level and C.S.E. standards.
Subject to satisfactory qualifications and experience preference will be given to "reserved" teachers.
Application form and further particulars may be obtained from G. D. Halsop, Assistant Director of Education, South Division, John Whinnerah Institute, Abbey Road, Barrow-in-Furness. Completed applications should be returned to the Head at the school by December 31, 1976.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
RUTHERFORD SCHOOL
HEAD OF MATHEMATICS DEPARTMENT (Scale 4)
(Re-advertisement)
Required [illegible] or September, 1977, a suitably qualified and experienced TEACHER for appointment to a Scale 4 post as Head of Mathematics at this county co-educational comprehensive school.
Previous applicants need not re-apply.
Application forms and further information obtainable from the Director of Education, Civic Centre, Newcastle upon Tyne NE1 8PU, to be returned to the Headmaster, Rutherford School, West Road, Newcastle upon Tyne NE4 9LY, within 14 days of the appearance of this advertisement.

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION
Unless otherwise stated—
Closing date is fourteen days after the appearance of the advertisement.
In respect of Headships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms are available from, and returnable to, the Director of Education, Department of Education, Great George Street, Leeds LS1 3AE.
For other posts in secondary and high schools, application should be made to the head teacher of the school concerned, giving full details and the names of two referees. The post reference number should be quoted on all correspondence.
Requests for forms and details should be accompanied by a stamped, addressed envelope.

PRIMARY SCHOOLS
TEMPORARY POST
(SCALE 1)
E.920 ASKET HILL PRIMARY SCHOOL (No. on roll: 314; 5-9 years)
Kentmere Approach, Leeds LS14 1ML. Telephone: Leeds 656401.
Headteacher: Mr. R. W. Mitchell
Required for 31st January, 1977: temporary full-time teacher for a class of 6-7 year olds to replace a teacher absent for maternity reasons.

HIGH/SECONDARY SCHOOLS
SCALE 1 POST
E.921 JOHN SMEATON HIGH SCHOOL (No. on roll: 1,106; 13-18 years)
Barwick Road, Leeds LS15 8TA. Telephone: Leeds 644251.
Headteacher: Mr. T. G. B. Howe, M.C.
Required for January or May, 1977: teacher of MUSIC, Scale 1, in this 12 form entry 13-18 High School, developed from an 11-18 purpose-built Community Comprehensive School opened in December, 1969. Applications from new entrants to the profession will be welcome.
TEMPORARY POST
(SCALE 1)
E.922 BRIGSHAW COMPREHENSIVE SCHOOL (No. on roll: 1,025; 11-18 years)
Brigshaw Lane, Allerton Bywater, Castleford WF10 2HR. Telephone: Castleford 5317
Headteacher: Mr. G. A. Rollinson, B.A.
Required for February, 1977: temporary teacher, Scale 1, for MODERN LANGUAGES, to assist with the teaching of French (and possibly German) in this developing comprehensive school.

SECONDARY
Mathematics continued

SEFTON
(Metropolitan Borough of)
[illegible] R.C.
[illegible]
Required for January or April 1977: [illegible] qualified and experienced TEACHER for HEAD OF MATHEMATICS DEPARTMENT, Scale [illegible].
The successful applicant will be expected to continue the development of this major department and to uphold the highest of standards.
Apply by letter to the Head [illegible] of the school including curriculum vitae and the names and addresses of two referees.
Closing date: 31st December 1976.

Other Posts on Scale 2 and above

HERTFORDSHIRE
County Council
DACORUM DIVISION
[illegible] SCHOOL
Leicester Way, Hemel Hempstead
TEACHER required for MATHEMATICS. Scale II Post. An interest in [illegible] would be an advantage. Opportunity for Sixth Form work.
Applications to the Headmaster.

LEICESTERSHIRE
[illegible] HIGH SCHOOL
Forest Street, Shepshed, Loughborough, Leics.
Roll 600
MATHS/SCIENCE
Scale 1 or 2 for suitably experienced candidate.
Required April to assist and develop mathematics and science of first and second years. [illegible] and environmental combined science approaches.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (stamped addressed envelope).

Scale 1 Posts

AVON COUNTY
FAIRFIELD GRAMMAR SCHOOL
Montpelier, Bristol BS6 5JW
(Co-educational; 520 on roll)
Required for April, 1977, TEACHER of MATHEMATICS to Advanced level and PHYSICS to Ordinary level (Scale 1). The appointment will be temporary for the summer term only in the first instance.
Applications by letter to the Headmaster immediately with full details of qualifications and experience and the names of two referees.

BERKSHIRE
COX GREEN COMPREHENSIVE SCHOOL
Highfield Lane, Maidenhead
(Tel. Maidenhead 29416)
Required in January or April: TEACHER of MATHEMATICS. SMP Maths is taught to CSE and GCE "O" and "A" levels. Computer Studies course leads to CSE and "O" level. Mixed ability forms in first and second years.
London Weighting £150 per annum. Assistance with removal [illegible] envelope.

BERKSHIRE
PARK HOUSE SCHOOL
(11 to 16 boys' comprehensive; 737)
Andover Road, Newbury
Required immediately, a TEACHER of MATHEMATICS within the 11 to 16 age range. Good prospects for young teacher in progressive mathematics department.
Assistance with removal expenses in approved cases.
Applications to the Headmaster, stamped addressed envelope.

BERKSHIRE
DEDWORTH SECONDARY SCHOOL
Smith's Lane, Windsor
Required in January or April, 1977: ASSISTANT TEACHER for MATHEMATICS, SMP, Scale 1. London Weighting £150 per annum. Assistance with removal expenses in approved cases.
Forms and further details from the Headmaster (stamped addressed envelope).

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
TRURO COUNTY SECONDARY GIRLS' SCHOOL
Daniell Road, Truro
(Number on Roll: 420)
Headmistress: Miss E. Christopher
MATHEMATICS—Scale 1
Required at the beginning of the Summer Term, 1977, an ASSISTANT TEACHER to teach MATHEMATICS and some ENGLISH with less able pupils.
The school is being reorganized on Comprehensive lines and will move to new buildings in September, 1980.
Further details and forms of application, returnable not later than [illegible] January, 1977, may be obtained from the District Education Office, The Leats, Truro, upon receipt of a stamped addressed envelope.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

CROYDON
(London Borough of)
SELHURST HIGH SCHOOL FOR GIRLS
The Crescent, Croydon CR0 2HY
(Tel. 01-684 [illegible])
Tenable: January 5, 1977
Required in this comprehensive school for girls of 11 to 18, a TEACHER of MATHEMATICS for [illegible] and non-examination forms. An ability to teach some Science would be an advantage.
Salary: Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

EALING
(London Borough of)
EDUCATION SERVICE
REYNOLDS HIGH SCHOOL
[illegible] Lane, Acton W3 [illegible]
Required for January, 1977, or as soon as possible, a TEACHER of MATHEMATICS/SCIENCE, Scale 1.
The person appointed will be required to teach mainly Mathematics and the ability to assist with modern craft would be an advantage.
London Allowance £402 plus Social Priority Allowance is payable.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.
Forms obtainable from the Head at the school (stamped addressed envelope) returnable to the school.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
WINCHMORE SCHOOL
(Mixed Comprehensive)
Laburnum Grove, London N21 3HS
(Roll 1,520)
Required for January, 1977, a TEACHER for MATHEMATICS
Consideration given to the following: 100 per cent removal expenses (£400 maximum), generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 per week lodging allowance (up to four) in certain cases.
Application forms (stamped addressed envelope) obtainable from the Headmaster, to whom they should be returned as soon as possible.

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
GOOLE GRAMMAR SCHOOL
Boothferry Road, Goole
Headmaster, P. L. Tead
(No. on roll, 1,384)
Applications are invited for a temporary post in the FACULTY of MATHEMATICS/SCIENCE in this 13 to 18 Upper School (12 F.E.) for the Easter Term 1977 only, to teach MATHEMATICS. This would be while the present teacher is on secondment. The post involves a timetable which covers the full C.S.E./"O" level ability range, but has a particular emphasis on courses for slower learners. Scale 2 would be considered for a suitable candidate.
Application forms may be obtained from the Headmaster and should be returned by 30th December, 1976.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
ASTOR OF HEVER SCHOOL
Oakwood Road, Maidstone
(860; mixed; high school with comprehensive lower school. New buildings and good facilities. C.S.E., G.C.E. and internal examination certificate courses)
MATHEMATICS TEACHER (graduate) required in developing department. Work based mainly on Kent Mathematics Project and although probably more suited to candidates with some experience, could suit outstanding candidate seeking first appointment. The post could be either temporary or permanent.
Initial applications by letter, giving curriculum vitae and naming two referees, to the Headmaster, from whom further details are obtainable on receipt of stamped addressed envelope.

KIRKLEES
METROPOLITAN COUNCIL
HUDDERSFIELD NEW COLLEGE
New Hey Road, Salendine Nook, Huddersfield HD3 4GL
Required for January 1977 a MATHEMATICIAN (with statistics) for "A" level and "O" level groups in this sixth form college. The post will be temporary for two terms only.
Please write or telephone the Headmaster at the school (Huddersfield 52311).

LINCOLNSHIRE
SPILSBY FRANKLIN SECONDARY SCHOOL
Westend, Spilsby
(Group 6. Number on roll 505)
MATHEMATICS TEACHER required for Summer Term, 1977. The successful candidate will be required to teach the full age range 11-16 years. Scale 1.
Stamped addressed envelope to Headmaster for application form.
Closing date December 31.

LIVERPOOL
QUEEN MARY COMPREHENSIVE GIRLS' SCHOOL
Long Lane, Liverpool L9 6AP
Require for January or as soon as possible thereafter ASSISTANT for MATHEMATICS, Scale 1. Ability to teach both traditional and SMP Mathematics is essential.
Forms and details obtainable from (stamped addressed envelope) and returnable to the Head Teacher. Quote reference P4 M 770.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
MARSHLAND HIGH SCHOOL
(Roll, 460 Mixed)
West Walton, Wisbech, Cambridgeshire
Scale 1—Required for January, 1977, temporary post for Spring and Summer terms only. ASSISTANT to teach MATHEMATICS in all abilities to "O" and C.S.E. levels.
Application forms and further details may only be obtained by sending a stamped addressed envelope to the Head Teacher at the school.

REDBRIDGE
(London Borough of)
WANSTEAD HIGH SCHOOL
Redbridge Lane West, E11 2JZ
Tel. 01-989 2791
Head: Mrs. P. M. C. Taylor, M.A.
A suitably qualified TEACHER of MATHEMATICS (Scale 1) required for January, 1977, to join a department of 13 teaching Mathematics and Computing throughout this large 11-18 co-educational comprehensive school. The department teaches a modern syllabus during years 1-5. In the sixth year there is at present a commitment to 140 students, half of whom are taking "A" level courses in modern or traditional mathematics.
The post is suitable either for a mathematician or for someone whose main specialism is not mathematics but who would be able to teach the subject to junior classes.
Outer London Allowance is payable.
Further details available from the Head at the School to whom applications by letter should be sent as soon as possible giving age, education, qualifications, teaching experience and the names of two referees.

County of Cleveland
EDUCATION DEPARTMENT

YOUTH TUTOR
(BURNHAM SCALE 3)

Applications are invited for the above post at Dyke House Comprehensive School, Mapleton Road, Hartlepool, Cleveland.

In approved cases, financial assistance with the removal of household effects will be available. Temporary housing accommodation for married couples may be available in approved cases within the County area.

Application forms and further particulars are available from The County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, to whom completed forms should be returned by 4th January 1977.

Modern Languages
Heads of Department

COVENTRY (City of)
CARDINAL WISEMAN R.C. BOYS' COMPREHENSIVE SCHOOL
(Social priority school)
(1,080 on roll)
Required Easter, 1977 or January if possible:—
HEAD OF MODERN LANGUAGES, Scale 3 or 4.
Flourishing department. French main language.
Apply by letter, giving full details (age, qualifications, experience) and names and addresses of two educational referees, to the Headmaster at the school, Potters Green Road, Coventry CV2 2AJ.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ROCHESTER, HUNDRED OF HOO SECONDARY SCHOOL
Hoo (Co-educational, 1,160 pupils)
Well qualified and experienced TEACHER required in April to develop the MODERN LANGUAGES DEPARTMENT of this School.
The School will become an Upper Comprehensive in September, 1977, and an enthusiastic teacher is required to introduce "A" level French and a second language. Excellent facilities about to be built. This is a Scale 3 post.
Letter of application with the names of two referees should be forwarded to the Headmaster.

Other Posts on Scale 2 and above

HEREFORD AND WORCESTER
COUNTY COUNCIL OF
EDUCATION DEPARTMENT
KIDDERMINSTER, THE HARRY CHESHIRE HIGH SCHOOL
Habberley Road, Kidderminster, Worcs. DY11 6PQ
Required for Easter, 1977, a TEACHER of FRENCH in this 13 to 18 comprehensive school (1,200) pupils. The language is taught throughout the school to "A" level and a Scale 2 post could be available to a suitably qualified and experienced applicant.
Apply direct to the Headmaster at the school supplying curriculum vitae and the names and addresses of two referees. Enclose stamped addressed (foolscap).

Scale 1 Posts

CROYDON
(London Borough of)
TAVISTOCK HIGH SCHOOL
Tavistock Grove, Croydon CR0 2BH
Telephone: 01-689 1641
Tenable: 1st January, 1977
FRENCH (preferably with GERMAN as subsidiary) to be second [illegible]
[illegible] removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

HARINGEY
(Borough of)
[illegible] PARK SCHOOL
[illegible]

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
[illegible] PARK SCHOOL
(Roll: 1,100 Coed)
Appleby Drive, Harold Hill, Romford [illegible]
11-18 Comprehensive situated on two sites, linked by footbridge.
Required as soon as possible:— TEACHER to take FRENCH to C.S.E. and G.C.E. "O" level ("A" level possible). Ability to teach English would be useful. S.P.A. allowance payable.
There is a scheme for removal expenses.
Applicants should telephone the Headmaster, Mr. R. J. [illegible], on [illegible].

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
MARSHALSWICK SCHOOL
(Group 11)
The Ridgeway
St. Albans
Full-time FRENCH SPECIALIST required Spring Term until August 31, 1977, to take subject throughout ability range. Scale 1 plus London Area Fringe Allowance. New language laboratory. Apply to the Headmaster.

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
WINTERTON COMPREHENSIVE SCHOOL
Winterton, near Scunthorpe
Headmaster: A. [illegible]
Number on Roll: 750
Assistant TEACHER to teach FRENCH from 1st January, 1977, for Spring and Summer Terms, 1977.
Applications by letter direct to the Headmaster to reach him by 31st December, 1976.

LIVERPOOL
ST. MARGARET MARY'S R.C. MIXED SECONDARY S.P. SCHOOL
Pilch Lane, Liverpool L14 0JG
Required as soon as possible ASSISTANT for FRENCH Scale 1. A temporary appointment for one term will be considered.
Forms and details obtainable from (stamped addressed envelope) the Director of Education, 14, Sir Thomas Street, Liverpool L1 6BJ, and returnable to Rev. Fr. O'Sullivan, St. Margaret Mary's Presbytery, Pilch Lane, Liverpool L14 0JG. Quote reference P F M 565.

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
RADCLYFFE SCHOOL
Broadway, Chadderton, Oldham
Required for January, 1977, at this 11-18 mixed comprehensive school for about 1,080 pupils, Scale 1 TEACHER of GERMAN. Well-established Sixth Form. Graduate preferred, to teach throughout school to "A" level. Part-time appointment considered for suitable applicant.
Send stamped addressed envelope for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham, OL9 6PP, returnable to him immediately.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required Easter 1977:
ST. PETER'S COLLEGIATE SCHOOL
(Scale 1)
TEACHER able to offer one or more of the following: GERMAN, FRENCH, LATIN, in this aided C. of E. comprehensive School.
Applicants should preferably be communicants of the Church of England.
Further details available from the Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DB.

Music
Heads of Department

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
THE WILLIAN SCHOOL
Radburn Way, Letchworth, SG6 2LJ
(Group 10 Co-educational 820 on roll)
HEAD of MUSIC DEPARTMENT required in April, 1977, or earlier if possible. Scale 3 (Houghton).
Applications to the Headmaster in writing, naming two referees.

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
CASTLE VIEW SCHOOL
Cartwright Road, Sunderland SR5 3DX
Tyne and Wear
(11 to 16 Comprehensive)
Required for the beginning of the summer term: HEAD of MUSIC, Scale 3. An enthusiastic class teacher is looked for, with wide musical interests, and the ability to develop a well established tradition of brass and orchestral work.
Application forms, obtainable from the Headteacher on receipt of a stamped addressed foolscap envelope, should be returned to him by 7th January, 1977.
Removal expenses and temporary lodging allowance may be granted in appropriate circumstances.
L. A. Bloom, Chief Executive.

Scale 1 Posts

LEICESTERSHIRE
PERIPATETIC MUSIC TEACHER
From January or April, PERIPATETIC MUSIC TEACHER (WOODWIND). Burnham Scale 1. Applicants must be car owners. Travelling allowance paid. Details on request (stamped addressed envelope).
Apply immediately (no forms) with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for Easter 1977
WALTHAMSTOW SENIOR [illegible]
Church Hill, London [illegible]
Head Teacher: Mrs. B. Beaumont, B.A.
Temporary MUSIC TEACHER for one term is required for this Girls' Comprehensive Senior High School (800 on roll 14-19 age range) for the Summer Term 1977. Ability to help with English or another subject an advantage but not essential.
Closing date 31st December, 1976.
Application forms obtainable, on receipt of a stamped addressed envelope, from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.

Pastoral
Heads of Department

NEWHAM
(London Borough of)
SARAH BONNELL SCHOOL
Deanery Road, Stratford E15 4LP
Roll: 1,051 girls
Head Teacher, Mrs. P. A. Thomas Dip.Ed.
The school is situated near Stratford Station (Main Line and Central Line) and several bus routes are within easy reach of the school.
Required April/September, 1977:— A HEAD of MIDDLE SCHOOL. The school is organised on a year system and the post involves pastoral care duties.
"A" level and "O" level and C.S.E. courses are well established in a wide range of subjects.
Candidates should be well experienced and are expected to undertake teaching. Scale 4.
Burnham Scales, plus London Allowance £402, plus Annual Supplement £312, plus Social Priority Allowance £201 or £276.
Application forms may be obtained from the undersigned, and should be returned as soon as possible.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4BH.

WIRRAL
(Metropolitan Borough of)
MOSSLANDS SENIOR COMPREHENSIVE SCHOOL
Mosslands Drive, Wallasey, Merseyside
(Group 11)
(880 boys aged 13 to 18)
For April, 1977:
HEAD of HOUSE (Senior Teacher Scale). The person appointed will join the management team and will be able to exercise a considerable influence on the maintenance of the character and quality of the school. Specific duties will include responsibility for the pastoral care and discipline of all pupils in one of the three Houses within the school.
Application forms and further information about the post and the school from the Headmaster (stamped addressed envelope please) to whom they should be returned by Friday, 7th January, 1977.

Other Posts on Scale 2 and above

ESSEX
CHALVEDON COMPREHENSIVE 11-18 SCHOOL
(Roll 1,350)
Wickford Avenue, Pitsea, Basildon
Tel: Basildon 552536
SECOND DEPUTY HEAD TEACHER
(Group 11)
Applications are invited from suitably qualified and experienced teachers for the above post with effect from Easter 1977 in this purpose-built 11-18 co-educational comprehensive school. This post is a new one, arising as a result of an increase in the number on roll of the school.
The successful applicant will be Head of Sixth Form, and will also be expected to play an important part in the school's senior management team, with full pastoral and curricular responsibilities.
Outer London Fringe Allowance and assistance with removal expenses possible. There is also a possibility of rented accommodation.

LOUGHTON COUNTY SECONDARY BOYS' SCHOOL
Borders Lane, Loughton
G10 3SD
Tel: 01-508 4080

LUCTON COUNTY SECONDARY GIRLS' SCHOOL
Homecroft Gardens, Loughton
G10 3HD
Tel. 01-508 5806
(Joint Roll: 1,500)

HEAD OF COMBINED SIXTH FORM
Required for the Summer Term 1977, an experienced teacher, preferably an Honours Graduate, to fill the new post of Head of the Combined Sixth Form, of these two linked schools. Experience in organising courses for the "new" VIth former as well as catering for the more academic "A" level students, plus an ability to develop the pastoral/social side of VIth form life are essential qualities. This is a Scale IV post at present with the possibility of Senior Teacher scale when the schools become comprehensive—the proposed date for this is September 1979.
Application forms and further information may be obtained from either school.

NICHOLAS COMPREHENSIVE SCHOOL
(Roll 1,600)
St. Nicholas Lane, Laindon, Basildon SS15 5NX
Tel: Basildon 43301
HEAD OF UPPER SCHOOL
(Scale 4). A suitable well qualified experienced teacher is sought for this important post. He/she will be responsible for the well being of all pupils in the 5th, 6th and 7th Years and therefore for the coordination and oversight of all factors leading to this end. Vacancy occurs through the promotion of the present incumbent to a Comprehensive School Deputy Headship. London Fringe Allowance £160 payable.
Application forms and further particulars may be obtained from the Head of the School (unless otherwise [illegible]

Physical Education
Heads of Department

BEXLEY
(London Borough of)
ST. MARY'S R.C. GRAMMAR SCHOOL
Chislehurst Road, Sidcup, Kent
(430 boys)
Required as soon as possible HEAD of PHYSICAL EDUCATION. Well-equipped gymnasium and extensive playing fields adjacent to the school. Strong rugby tradition. Scale post available for suitable candidate.
The School is a two-form entry Catholic boys' selective [illegible] Voluntary aided. Pleasantly situated 25 mins from Charing Cross.
Application forms from the Education Officer for Schools, Town Hall, Crayford, Kent.

LIVERPOOL
ST. SWITHIN'S R.C. SECONDARY MIXED S.P. SCHOOL
Croxteth Hall Lane, Liverpool L11 4ND
Require for Easter 1977 HEAD OF GIRLS PHYSICAL EDUCATION, Scale 2. Extensive facilities.
Forms and details obtainable from (stamped addressed envelope) and returnable to the Headteacher. Quote reference P. & M. 615.

Other Posts on Scale 2 and above

CAMBRIDGE
CAMBRIDGE AREA
THE VILLAGE COLLEGE
Impington
Assistant TEACHER for girls' PHYSICAL EDUCATION required from April, 1977, or sooner, to organize Netball and Tennis and to contribute to full Physical Education programme. Second in Department. Scale 2 post.
Facilities include 2 gymnasia, 2 [illegible] swimming pool, [illegible] games shed, all-weather playing surface and 18 acres of playing fields. This mixed 11 to 18 Comprehensive College, 3 miles north of Cambridge, has 1,180 pupils on roll, 150 in the Sixth Form.
Application forms and further particulars may be obtained from the Warden, Impington Village College, Cambridge CB4 4LX, to which completed applications or full curriculum vitae with names of two referees, should be sent by 7th January, 1977.

Religious Education
Scale 1 Posts

WIRRAL
(Metropolitan Borough of)
ST. HUGH'S R.C. HIGH SCHOOL FOR BOYS
Park Road South, Birkenhead, Wirral, Merseyside
Tel: 653 3176
880 on roll
From January 1, 1977
TEACHER Scale 1. In Faculty of Communications to teach RELIGIOUS EDUCATION (R.C.) and some English. An interest in liturgical music and especially Folk Mass liturgy would be a distinct advantage.
Write to the Head at the School in the first instance for forms of application and further details.

Science
Other Posts on Scale 2 and above

CROYDON
(London Borough of)
STANLEY TECHNICAL HIGH SCHOOL
South Norwood Hill, London SE25 [illegible]
Telephone: 01-771 9951
Tenable: 1st January, 1977
SCIENCE TEACHER [illegible] form of five concerned with "A" [illegible] from C.S.E. [illegible] Physics specialist preferred. [illegible] post available for [illegible] teacher, but a first appointment would be considered.
Salary, Burnham Scale 2 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

Scale 1 Posts

CITY OF BIRMINGHAM
ST. PHILIP'S SIXTH FORM COLLEGE
Hagley Road, B16 8UF
(R.C. Voluntary Aided, Mixed)
Required 1 January, 1977, for either one term or two terms on a daily basis, temporary full-time or part-time TEACHER of PHYSICS, capable of teaching at all levels.
Applications (by letter, in the first instance) including a curriculum vitae and the names and addresses of two referees should be sent to the Principal as soon as possible.

CHANNEL ISLANDS
STATES OF JERSEY EDUCATION COMMITTEE
HAUTLIEU SCHOOL
Head Teacher, J. R. [illegible]
Required for Easter 1977 for this [illegible] high school of [illegible] pupils [illegible] TEACHER of [illegible] Scale 1 [illegible] offering [illegible] level [illegible]
Application forms and further details from Director of Education, P.O. Box [illegible], Highlands, St. Saviour, Jersey [illegible]

SECONDARY
Science continued

CLWYD
COUNTY COUNCIL
ST. DAVID'S SCHOOL
Wrexham
Telephone: [illegible]
(11+ to 18 Comprehensive)
1,350 pupils
Head. Gareth V. Williams, B.A.
Required for January 1977, for one, or possibly two terms: Temporary ASSISTANT TEACHER to teach CHEMISTRY to C.S.E. level and some Combined Science in the lower-age forms.
Applications by letter should be sent immediately to the Head, giving full details of qualifications and experience, and names and addresses of three referees.
John Howard Davies, Director of Education, Shire Hall, Mold.

COVENTRY (City of)
CARDINAL WISEMAN R.C. BOYS' COMPREHENSIVE SCHOOL
(Social priority school)
(1,080 on roll)
Required January:—
GENERAL SCIENCE, Scale 1.
Apply by letter, giving full details (age, qualifications, experience) and names and addresses of two educational referees, to the Headmaster at the school, Potters Green Road, Coventry CV2 2AJ.

CROYDON
(London Borough of)
LANFRANC HIGH SCHOOL
Mitcham Road, Croydon, CR0 3AS
Tel.: 01-684 1285
Tenable 1st January, 1977
Required for 1st January, a TEACHER of CHEMISTRY/or GENERAL SCIENCE to take all levels up to "O" level in this 11-16 mixed comprehensive school. Good laboratory facilities.
Salary—Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

CROYDON
(London Borough of)
ST. MARY'S R.C. HIGH SCHOOL
Woburn Road, Croydon, CR0 2AB
Tel. 01-686 3837
Tenable: Summer Term 1977
The Governors of this mixed Catholic 11-16 high school invite applications for the post of SCIENCE MATHEMATICS TEACHER. Recent extensions have provided four well-equipped laboratories and a maths room. The school has well established and successful "O" level and CSE courses. An interest in SMP maths partly with less gifted pupils would be an advantage.
Salary: Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

CROYDON
(London Borough of)
[illegible] MANOR HIGH SCHOOL
[illegible] Road, Old Coulsdon, Surrey CR3 1EB
Tel. Downland 81161
Tenable: January 1, 1977
Well qualified and suitably experienced TEACHER for a temporary [illegible] to teach SCIENCE, mainly PHYSICS and CHEMISTRY throughout the school.
Salary: Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

HEREFORD AND WORCESTER
(County Council of)
EDUCATION DEPARTMENT
HOLLYWOOD, THE WOODRUSH HIGH SCHOOL
Shawhurst Lane, Hollywood, Birmingham B47 5JN
This is a mixed seven-form entry 11 to 18 comprehensive school with established "A" level courses and modern buildings, situated in pleasant rural surroundings. The first fully comprehensive intake was admitted in September, 1972. The organisation is lower school 11 to 12, middle school 13 plus 14, upper school 15 to 18.
Required for January, 1977, temporary or permanent GRADUATE in a department of [illegible] to teach COMBINED SCIENCE and PHYSICS, but non-graduates could be considered.
Initial letter of application with curriculum vitae and a stamped addressed envelope to the Head of the School, from whom further details and an application form may be obtained.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
LENHAM SWADELANDS SCHOOL
(900 Mixed)
Rural setting. PHYSICIST or CHEMIST, C.S.E. and "O" level courses. New Science Block recently built.
Applications, naming two referees to the Headmaster.

CITY OF SALFORD
EDUCATION DEPARTMENT
CLARENDON PARK HIGH SCHOOL
Churchill Way, Salford M6 [illegible]
(11-16, mixed, comprehensive 1,170 pupils)
Required as soon as possible, TEACHER — PHYSICS/GENERAL SCIENCE Scale 1.
Please send stamped addressed envelope for application form and further details to the Head Teacher, to whom completed applications should be returned as soon as possible.

SOLIHULL
EDUCATION COMMITTEE
KINGSHURST COMPREHENSIVE SCHOOL
Cooks Lane, Kingshurst, Birmingham B37 6NU
(All-ability; 11 to 16 years; 1,200 on roll; mixed)
Required for January, 1977, either on a supply or one term appointment basis, ASSISTANT TEACHERS (Scale 1) for SCIENCE (combined science to lower school mainly chemistry with some physics to upper school), or FRENCH (an interest in European studies an asset), or GEOGRAPHY. Courses to C.S.E. and "O" level.
Telephone inquiries welcome—021-770 1827 or letters of application (enclose stamped addressed envelope) to Head.

SUTTON
(London Borough of)
GAYNESFORD HIGH SCHOOL
Welbeck Road, Carshalton
Surrey SM5 1LP
TEACHER of CHEMISTRY required for January for two terms only for this five-form entry school for pupils from 11 to 18. Candidates should be able to teach Chemistry to C.S.E. and "O" level with some junior general science.
Applications to the Director of Education, The Grove, Carshalton, Surrey. Telephone: 669 4499.

SURREY
GUILDFORD C.E. COMPREHENSIVE SCHOOL
Required for January 1977: a TEACHER for BIOLOGY and some JUNIOR CHEMISTRY in a lively Science Department. "A" level and CSE work available. Temporary appointment considered.
Apply—Cranleigh 3633.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for January, 1977, or as soon as possible:
NORLINGTON HIGH SCHOOL FOR BOYS
Norlington Road, London E10 6JZ
Head Teacher, Mr. C. W. Ware, M.A., B.Sc.
SCIENCE TEACHER is required for this Boys' Comprehensive High School (11-14 age range). Nuffield Science taught throughout. Well equipped laboratories.
Closing date 31st December, 1976.
Application forms obtainable, on receipt of a stamped addressed envelope, from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.

Social Studies
Scale 1 Posts

REDBRIDGE
(London Borough of)
WANSTEAD HIGH SCHOOL
See under Mathematics—Scale 1. Posts for vacancy suitable for someone able to teach social mathematics to junior forms.

Technical Studies
Heads of Department

LIVERPOOL
ELLERGREEN COMPREHENSIVE MIXED SP SCHOOL
Carr Lane, Liverpool, L11 [illegible]
Require for Summer, 1977, HEAD of BOYS' CRAFT DEPARTMENT, Scale 3 Woodwork, Metalwork and T.D.
Forms and details obtainable from (stamped addressed envelope) and returnable to the Head Teacher. Quote reference P. & M 2(b).

STAFFORDSHIRE
EDUCATION COMMITTEE
[illegible] COMPREHENSIVE SCHOOL
Taylors Lane, Rugeley
Required for the beginning of Summer Term, 1977, HEAD of TECHNICAL STUDIES, Scale 3.
Application forms obtainable from and returnable to the Headteacher (stamped addressed envelope).

ilea INNER LONDON EDUCATION AUTHORITY

Specialist Vacancies for Secondary Teachers

The Authority would be pleased to hear from suitably qualified teachers with experience or seeking their first appointment, having already completed a course of training, in the following subjects:-

DESIGN AND TECHNOLOGY

HOME ECONOMICS (Part Time only)

MATHS

Appointments will be to a Scale 1 post in the Authority's General Teaching Service. Inner London allowance (£402) payable in addition to the Burnham salary.

For an application form, please write to the Education Officer (TS8), The County Hall, London SE1 7PB (telephone 01-633 6426).

Other Posts on Scale 2 and above

ESSEX
LUCTON SECONDARY BOYS' SCHOOL
(Roll 700 plus)
Borders Lane, Loughton
IG10 3SD
Tel.: 01-508 4080
Scale 1 or 2
WOODWORK AND TECHNICAL DRAWING
Required as soon as possible. Consideration would be given to a suitably qualified person from industry with an interest in teaching his skills. A qualified teacher with suitable experience could be offered a Scale 2 post.
Application forms and further particulars may be obtained from the Head of the school, to whom completed application forms should be returned.

Scale 1 Posts

CHESHIRE
EDUCATION COMMITTEE
CREWE EDUCATION CENTRE
Railton Avenue, Crewe
Tel.: 0270 55901
WOODWORK
Required for January, 1977. A temporary TEACHER of WOODWORK, for one term in the first instance. The successful applicant will work in a large department with excellent facilities and will have responsibilities for C.S.E. work.
Application forms may be obtained from the Principal, at the Centre, and should be returned to him as soon as possible.

CHANNEL ISLANDS
STATES OF JERSEY
EDUCATION COMMITTEE
ST. HELIER BOYS' SCHOOL
Required for January 1977, or as soon as possible thereafter: a TEACHER of DESIGN-CENTRED STUDIES (Scale 1) capable of bringing to the team an experience in WOOD and PLASTICS but with the ability to contribute to foundation courses requiring a much wider range of interests and skills. Candidates prepared for C.S.E. Mode 3 courses in Design Studies and Applied Design.
Application forms and further details from Director of Education, P.O. Box 142, Highlands, St. Saviour, Jersey, C.I., to be returned to the Head Teacher of the school as soon as possible.

LONDON EC2A 4AP
CENTRAL FOUNDATION BOYS' GRAMMAR SCHOOL
Cowper Street
(Near Old Street Station)
Required to begin as soon as possible, full or part-time, a TEACHER of TECHNICAL STUDIES in this three-form entry boys' grammar school. The person appointed should, preferably, be able to teach technical drawing at least up to "O" level and also be able to offer woodwork and/or metalwork.
Please apply, by letter only, to the Headmaster at the school, enclosing all relevant details and the names of two referees. Telephone number 01-253 3741.

TAMESIDE
METROPOLITAN BOROUGH
DROYLESDEN LITTLEMOSS BOYS' COUNTY SECONDARY SCHOOL
Cryer Street, Littlemoss, Droylesden, Manchester M35 7LF
ASSISTANT TEACHER—METALWORK
Scale 1
Could be filled by a newly qualified teacher.
Application forms and further details are available from the Headmaster (please send stamped addressed envelope for reply). Ref.: TE 1498.

Other than by Subject Classification
Scale 1 Posts

CITY OF MANCHESTER
EDUCATION COMMITTEE
FALLOWFIELD C.E. HIGH SCHOOL FOR GIRLS
Francis Road, Withington M20 9XP
Required for Spring Term, temporary, full-time or part-time TEACHER of GERMAN to advanced level. Please apply immediately by letter to the Headmistress.

ST. COLUMBA'S R.C. SECONDARY SCHOOL
Roundwood Road, Wythenshawe, Manchester M22 4AB
Temporary TEACHER of PHYSICAL EDUCATION for GIRLS required from 28th February, 1977.
Application forms and further details can be obtained from the Head of the school and should be returned as soon as possible.

Sixth Form and Tertiary Colleges
Scale 1 Posts

KIRKLEES
HUDDERSFIELD NEW COLLEGE
A MATHEMATICIAN required.
Please see advertisement under Mathematics Scale 1. [illegible]

Special Education
Headships

SOUTH TYNESIDE
(Borough of)
EDUCATION COMMITTEE
OAKLEIGH GARDENS SPECIAL SCHOOL (E.S.N.)
HEAD TEACHER—Group 5S
Applications are invited from suitably qualified and experienced TEACHERS, to commence after Easter, 1977. The school caters for 80 children inclusive of 20 special care children. Further details from this office.
Application forms for the above post may be obtained from the Director of Education, Town Hall, Jarrow, Tyne and Wear, by sending a stamped addressed envelope. Completed forms to be returned within 14 days of this advertisement.

Deputy Headships Senior Masters/Mistresses

BEDFORDSHIRE
EDUCATION SERVICE
LADY ZIA WERNHER SCHOOL FOR PHYSICALLY HANDICAPPED CHILDREN
(Group 4S)
Ashcroft Road, Luton LU2 9AY
Telephone: Luton 28709
DEPUTY HEAD required for Easter, 1977, or earlier if possible. The school accommodates up to 80 children of normal intelligence aged 2 to 11, together with a physiotherapy department for young outpatients. This post calls for active sympathy with multi-disciplinary approach, leadership in programme-making, record-keeping and use of audio visual aids, and pastoral care of older boys; also P/H experience and/or Diploma.
Applications by letter in the first instance to the Headmistress at the school.

EALING
(London Borough of)
EDUCATION SERVICE
Readvertisement
JOHN CHILTON SPECIAL SCHOOL
[illegible] Road, Northolt, Middlesex
DEPUTY HEAD required, salary Group 4(S) plus London Allowance of £402 per annum.
Applications are invited from suitably qualified and experienced candidates for this new school for physically handicapped children which will eventually provide places for 80 pupils, age range three to 16 years. It is hoped that the Deputy Head will be able to take up appointment from January, 1977, although candidates not available until April will also be considered.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.
Application forms and further details available from the Chief Education Officer (stamped addressed envelope), Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU, to whom completed application forms should be returned as soon as possible.

LEICESTERSHIRE
GREENACRES E.S.N. (M) SCHOOL
Glenfield Road, Leicester
DEPUTY HEAD
Group 5(S)
Required from 1st April, 1977, experienced TEACHER of E.S.N. (M) children.
Age range seven to 16 years (age five to seven year pending).
Team work and organising ability essential. Excellent opportunity for ambitious person.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (stamped addressed envelope).

Other Posts on Scale 2 and above

BARNET
(London Borough)
HAYNES SCHOOL
Brunswick Crescent, New Southgate, N.11
Qualified and experienced TEACHER, male or female, required as soon as possible to work with small group of junior/secondary aged children in this day special school for emotionally disturbed children with learning and behaviour problems. This post calls for an imaginative approach and a sympathetic understanding of the problems facing these children. Special schools allowance. Possible Scale 2 for suitable applicant.
In approved cases assistance may be given by way of payment of up to 100 per cent removal expenses and the payment of separation allowances.
Application forms (stamped addressed envelope) obtainable from and returnable to the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL, as soon as possible.

BEDFORDSHIRE
EDUCATION SERVICE
RICHMOND HILL ESN(M) SCHOOL
[illegible] Avenue, Luton
HOME ECONOMICS TEACHER required for 1st February, 1977, Scale [illegible]. The teacher appointed will be responsible for this department and will be expected to become involved in this area in its widest interpretation in relation to ESN(M) children.
Application forms and further particulars available from the Headmaster at the school.

BEDFORDSHIRE
EDUCATION SERVICE
HITCHMEAD MIXED DAY ESN(M) SCHOOL
Hitchmead Road, Biggleswade SG18 0NL
Headmaster: Mr. A. T. Neville
Telephone: 0767 [illegible]
From January, 1977 onwards.
A vacancy exists for a qualified and experienced TEACHER of basic subjects with an interest in Home Economics. Scale 2 is available for a suitable applicant.
Application forms and further details may be obtained from the Headmaster at the school.

CHESHIRE
EDUCATION COMMITTEE
CLOUGHWOOD SCHOOL
Northwich
RESIDENTIAL TEACHER
For Easter, 1977, at the above school for 60 maladjusted boys aged nine to 16 years. Basic subjects with responsibility for administration of outdoor pursuits. Interest in Humanities/Music an advantage. Scale 2 post for suitable candidate.
Application form obtainable from Dr. L. King, District Education Officer, Education Department, County Offices, Watling Street, Northwich, on receipt of a stamped addressed envelope.

HAMPSHIRE
ST. THOMAS'S SCHOOL FOR DEAF CHILDREN
[illegible] Road, Basingstoke
Number on Roll: [illegible]
Required for May, 1977.
Scale 2 Special—qualified TEACHER of the DEAF to take charge of the new secondary department.
Stamped addressed envelope to Head for details.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EDUCATIONAL SERVICES FOR HEARING IMPAIRED CHILDREN
The County Council has well established services for hearing impaired children and is expanding that provision for secondary aged children. There is a comprehensive audiological service and close liaison with medical and psychological services.
There are vacancies for qualified teachers of the deaf in the partially hearing units at the following schools:
1. DUNCAN BOWEN SECONDARY SCHOOL, ASHFORD
ASSISTANT TEACHER (Scale 2)
2. HIGHFIELD SECONDARY SCHOOL, CHATHAM
ASSISTANT TEACHER (Scale 2)
Further details and application forms may be obtained from the County Education Officer (reference [illegible]), Springfield, Maidstone, ME14 2LJ.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
ADVISORY and REMEDIAL TEACHER, Scale 3
Applications are invited from experienced TEACHERS for the above post. The person appointed would be required to cover a section of Norfolk including parts of Eastern and South Areas. They will need the ability to advise teachers in the use of remedial methods and materials and will also be required to work in close liaison with a member of the Schools Psychological Service who covers the identical area.
Application forms and further details only obtainable by sending a stamped addressed foolscap envelope to the Eastern Area Education Officer, 22 Euston Road, Great Yarmouth, Norfolk NR30 1DZ.

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
HUMBLEDON SCHOOL E.S.N. (S)
Required for the beginning of the Summer Term 1977: Experienced TEACHER, Scale 2(S), for work with senior children, and having special responsibility for handicrafts, rural studies and other out of classroom activities.
A Scale 3(S) salary may be available for a well qualified candidate who can work as a senior member of staff.
Application forms obtainable from the Director of Education at the address shown below on receipt of a stamped addressed foolscap envelope to be returned to him by 31st December, 1976.
Removal expenses and temporary lodging allowance may be payable in appropriate circumstances.
L. A. Bloom, Chief Executive, Town Hall and Civic Centre, Sunderland SR2 7DN.

Scale 1 Posts

BATH
[illegible] SCHOOL
Warleigh Manor, Bathford, Bath BA1 [illegible]
Required for March 1977 a full-time ASSISTANT TEACHER preferably initial trained, at this Residential Special School for maladjusted boys, aged 7-13 years. This is a challenging post in a therapeutic community, with the opportunity for the successful applicant to join an integrated child-care and teaching team.
Salary per Burnham Scale plus extraneous duties allowance, and Special Schools allowance.
Application forms and full details are available from the Principal.

DEVON
LAMPARD [illegible] SCHOOL
Barnstaple (E.S.N. (M))
(All-age mixed)
ASSISTANT MASTER / MISTRESS (Scale 1) plus Special school addition.
Required, April, 1977, to assist in:—
(a) Developing boys' individual skills as part of a team with ranging interests.
(b) Other remedial work and
(c) Class teaching.
Application forms (stamped addressed foolscap required) from Headmaster, returnable as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
THE COLLETT SCHOOL
Lockers Park Lane, Hemel Hempstead
(Telephone: H.H. 55964)
Required January/April 1977, TEACHER for this all age school for E.S.N. children, possibly for middle of range. Special school allowance.
Applications to Headmaster.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
The Civic Centre, Lampton Road, Hounslow TW3 4DN
HESTON SCHOOL FOR THE DEAF
Vicarage Farm Road, Heston TW5 0AJ
Headmaster: Mr. E. C. Barrett J.P.
Required as soon as possible, Two ASSISTANT TEACHERS—preferably qualified teachers of the deaf:
(1) One to teach NURSERY AGE pupils, Scale 2 will be considered for a suitable applicant.
(2) One to teach GENERAL SUBJECTS to Secondary age pupils. Experience in this age group advantageous though not essential.
If you are seeking your first appointment, please state, so that the appropriate form may be sent.
London allowance £397 payable.
The Education Committee has power to consider applications for assistance towards removal expenses.
Application forms (stamped addressed foolscap envelope) from the undersigned, which should be returned as soon as possible.
Applicants are welcome to visit the school before applying (please telephone 01-570 9159 for an appointment).
Closing date 7th January 1976.
P. J. Lee, Director of Education.

LOTHIAN REGIONAL COUNCIL—DEPARTMENT OF EDUCATION

TEACHING APPOINTMENTS

Applications are invited from registered teachers for the following posts:

EDINBURGH DIVISION—SECONDARY

ASSISTANT PRINCIPAL TEACHERS

		Responsibility Allowance
Boroughmuir High School	HOME ECONOMICS	£828 (subject to review)
Gracemount High School	SCIENCE PHYSICAL EDUCATION	£607 (subject to review)
St. Augustine's R.C. High School	SCIENCE	£756 (subject to review)

TEACHING POSTS
Currie High School — PHYSICS
TEACHER OF DRAMA
A vacancy exists for a teacher of Drama in a High School within the Division.

WEST LOTHIAN DIVISION—PRIMARY

HEAD TEACHER
Ballsquarry Primary School — £657

ASSISTANT HEAD TEACHER
Dedridge Primary School — MIDDLE SCHOOL — £729

Candidates should specify for which post they wish to apply.
Application forms are available from the appropriate Divisional Education Officer at the following addresses:
Mr. G. E. Ferguson, Divisional Education Officer, Edinburgh Division, 40 Torphichen Street, Edinburgh EH3 8JJ.
Mr. A. Sinclair, Divisional Education Officer, West Lothian Division, 89/91 High Street, Linlithgow.
The closing date for applications is 31st December, 1976.

DUMFRIES AND GALLOWAY REGIONAL COUNCIL
EDUCATION DEPARTMENT

TEACHING VACANCIES IN SECONDARY SCHOOLS

Applications are invited from suitably qualified teachers for the undernoted posts:

PROMOTED POST
ASSISTANT PRINCIPAL TEACHER OF GUIDANCE—DUMFRIES HIGH SCHOOL
The person appointed will have general responsibility for a year group of boys together with other duties allocated at the discretion of the Head Teacher.
Four-year School — Roll 1,140
Responsibility Element of Salary—£645 per annum

UNPROMOTED POST
TEACHER OF MUSIC—LANGHOLM ACADEMY
Four-year School — Roll 287
TEACHER OF MATHEMATICS—KIRKCUDBRIGHT ACADEMY
Six-year School — Roll 637
"O" "H" and C.S.Y.S. work available.
TEACHER OF ART—TEACHER OF CHEMISTRY—STRANRAER ACADEMY (2 Posts)
Six-year School — Roll 1,590

Further information regarding the above posts and application forms may be obtained from the undersigned to whom completed forms should be returned within 14 days of the appearance of this advertisement.
Education Offices, 30 Edinburgh Road, Dumfries, DG1 1JQ.
J. K. PURVES, Director of Education.

SPECIAL EDUCATION
Scale 1 Posts
continued

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
SCUNTHORPE DAY SPECIAL SCHOOL
(ESN(S))
Second Avenue, Grimsby
Required as soon as possible: Qualified TEACHER for the above named school of approximately 70 ESN(S) pupils. Scale 2 post available to suitable applicant although applications also invited from recently qualified teachers. An interest in music would be an advantage.
Application forms obtainable from the Divisional Education Office, Eleanor Street, Grimsby, to whom they should be returned within 10 days of this advertisement.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
[illegible] SCHOOL
(E.S.N.(S))
Darnley Road, Strood.
A part-time ASSISTANT TEACHER required, preferably mornings, for group and individual speech therapy for children with severe speech and learning difficulties.
Application forms available from the Divisional Education Officer, Fort Pitt House, New Road, Rochester, Kent, to be submitted to the Headmistress.

ST. HELENS
METROPOLITAN BOROUGH COUNCIL
EDUCATION COMMITTEE
TEACHER (Scale 1 plus special schools allowance)
[illegible] SCHOOL
This school is for E.S.N.(M) children, aged 1 st to 16 years. The successful candidate will work with a group of nine to 10-year olds in a team teaching arrangement.
Application forms are available from the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN, to whom completed forms should be returned by Tuesday, January 4, 1977, at the latest.

SANDWELL
(Metropolitan Borough of)
GLENVALE DAY SPECIAL SCHOOL (E.S.N. (S))
Jervoise Street, West Bromwich
Head Teacher, Miss D. J. Blake
TEACHER required for group of pupils aged approximately seven to 10 years, preferably with training relating to this handicap.
Salary Scale 1 plus special schools allowance.
Glenvale caters for approximately 100 pupils up to the age of 16 plus, including a Nursery and Special Care Unit. The main school is housed in modern buildings with swimming pool and outdoor playing space. Older pupils are accommodated in an Annexe with ample practical facilities.
Application forms, returnable as soon as possible, from Director of Education, P.O. Box 41, Highfields, High Street, West Bromwich, West Midlands, B70 8RQ.

SOUTH DEVON
LUPTON HOUSE SCHOOLS
The following additional staff are required:
LUPTON HOUSE SCHOOL
Churston Ferrers, Near Brixham
Recognised by the D.E.S. Catering for 80 maladjusted boys aged 12 to 16 years.
HOUSEMASTER and HOUSEMOTHER
Single or Joint Resident appointments (self-contained 2 bedroom flat in the school). 12 weeks holidays.
Salary [illegible] depending on qualifications and experience.
LUPTON HOUSE LOWER SCHOOL
Newton Abbot
135 maladjusted boys aged 7 to 12 years.
SENIOR HOUSEMASTER:
(Salary £3,600 to £4,500). At least 3 years' residential experience an essential requirement.
Further details and application forms for all the above appointments: Principal, Lupton House Schools, Sandford Orleigh, Newton Abbot.

THE SPASTICS SOCIETY
MELDRETH MANOR SCHOOL
Temporary TEACHER required from 17th January for one term in this residential school for severely multiple handicapped children. Interest in workshop practice, Woodwork/Metalwork desirable.
Accommodation for a single person available.
Immediate enquiries/written application to: The Principal, Meldreth Manor School, Meldreth, Royston, Hertfordshire.
Applications to close on 31st December, 1976.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required May, 1977:—
LADYMOOR SPECIAL SCHOOL,
ESN (M)
TEACHER for small groups of junior age children. Scale 1 plus SSA.
Applications by letter (no forms) giving details of qualifications and curriculum vitae to the Director of Education, Education Offices, St. John's Square, Wolverhampton, WV2 4DS.

Independent Schools

Headships

BERKSHIRE
WAVERLEY SCHOOL LTD.
Ravenswood Avenue, Crowthorne
[illegible]
Further details and application forms [illegible] School, Ravenswood Avenue, Crowthorne.

By Subject Classification

Classics

ESSEX
NEW HALL SCHOOL,
Chelmsford
Independent Boarding and Day School for 420 girls.
Required for January, a GRADUATE to assist in the teaching of LATIN (G.C.E.) and CLASSICAL CIVILISATION to "O" and "A" Level.
Ability to offer an additional subject desirable.
Apply in writing to The Headmistress, New Hall School, Boreham, Chelmsford CM3 3HT.

Economics

PORTSMOUTH
PORTSMOUTH GRAMMAR SCHOOL
(H.M.C., D.G./Independent,
730 boys)
ECONOMICS
Required for September, Assistant MASTER or MISTRESS to teach ECONOMICS, including some Sixth Form work, with preferably French or Mathematics as a subsidiary subject. Applications, with curriculum vitae and names and addresses of two referees, as soon as possible to the Headmaster, Portsmouth Grammar School, High Street, Portsmouth PO1 2LN (telephone Portsmouth 819125).

ECONOMICS tutors urgently required, part-time, to teach "A" level and above.—David Game Tutors, [illegible]

English

BERKSHIRE

ETON COLLEGE

Required for September 1977 an experienced GRADUATE to teach ENGLISH. Candidates should be prepared to help in the organisation of Junior English in the School and to teach "O" level language and literature. An interest in creative writing is essential. Accommodation provided.

Apply, sending curriculum vitae and the names of two referees, to the Head Master, Eton College, Windsor, Berkshire from whom further details can be obtained.

CLWYD
LINDISFARNE COLLEGE
Wynnstay, Ruabon, Wrexham
Required in January, graduate TEACHER of ENGLISH, to teach up to and including G.C.E. "O" level.
Salary: Burnham plus Scale according to qualifications and experience. Government Superannuation; bachelor accommodation.
Applicants having one or more of the following out-of-school interests will be at an advantage: games, scouts, cadets, mountaineering, drama.
Apply immediately to the Headmaster giving curriculum vitae and the names and addresses of at least two referees.

MIDDLESEX
HILLINGDON COURT CONVENT SCHOOL
108 Vine Lane, Uxbridge
Required for January, 1977, part-time TEACHER of ENGLISH to "O" level and C.S.E.
Apply in writing to the Headmistress, stating qualifications, experience and the names of two referees.

SHROPSHIRE
MORETON HALL
Weston Rhyn, Oswestry, Salop
SY11 3EW
(Public Boarding School of 230 girls, large Sixth Form)
We are looking for a well-qualified GRADUATE to join our ENGLISH DEPARTMENT in January or April. The emphasis in the department is on a total approach to literacy and spoken English and drama are well-developed. Teachers (men or women) who believe that high standards are compatible with stimulating teaching are invited to write to the Principal with a full curriculum vitae and the names and addresses of two professional referees.
Interest in drama will be a strong recommendation, as would qualifications and/or experience in TEFL.
Burnham Scale 2 and Government Superannuation.

SURREY
RESIDENT MISTRESS required in January, 1977 by girls' Finishing School to teach ENGLISH to foreign students. Accommodation for single person only.
Salary by negotiation.
Applications in writing with the names of two referees to The Principal, Paddock Wood Finishing School, Lightwater.

History

Heads of Department

LONDON
ELTHAM COLLEGE
(H.M.C.; Direct Grant to Independent)
The Head of History is retiring in July, 1977. Candidates for this post with a record of academic distinction should apply to the Headmaster, Eltham College, London SE9 4QF by January 15th, with names of two referees and full curriculum vitae.
Details of the post obtainable from the Headmaster's Secretary.

Other Assistants

HAMPSHIRE
Required January:—
Resident TEACHER for HISTORY to "O" level, and 1st and 2nd-year LATIN; duties in girls' dormitories and dining room.
Apply in writing to Headmaster, [illegible]

Mathematics

WANTED January, 1977, independent [illegible] school, north-west Middlesex, [illegible] mathematician to take [illegible] "O" level.— Write Box [illegible], The Times, [illegible]

Modern Languages

Heads of Department

SOMERSET
BRUTON SCHOOL FOR GIRLS
[illegible]
Required in September 1977, HEAD of MODERN LANGUAGES Department, graduate in French and [illegible] [illegible]

SURREY
WINSTON CHURCHILL SCHOOL
Hermitage Road, St. John's, Woking
Tel. Brookwood 6861
HEAD of MODERN LANGUAGES, Scale 4.
Required for April, 1977, a well qualified TEACHER to take charge of the well established language department at this 10-form entry comprehensive school. The school is housed in modern buildings in a pleasant residential area just outside Woking. The languages currently on the curriculum are French, German and Spanish, in addition to Latin, and the successful candidate will be expected to show a competence in two of these.
Application forms and further information are available from the Headmaster, Mr. V. S. Deverons, B.Sc., M.A., at the school.

Other Assistants

BARNET
FRIERN BARNET GRAMMAR SCHOOL FOR BOYS
Friern Barnet Road
London N.11
Telephone: 01-368 3777
Required immediately, GRADUATE to teach FRENCH to "O" level. Burnham Scale. Temporary post for one or two terms.
Apply to the Headmaster giving the names of two referees.

BERKSHIRE
CROOKHAM COURT
Newbury
Young FRENCH TEACHER required in January for small boarding school of [illegible] to [illegible] and "O" Level. Help with games [illegible] desirable. Bachelor accommodation available. Burnham Scale with no deductions.
Apply with curriculum vitae to the Principal.

Music

Heads of Department

YORKSHIRE
HARROGATE COLLEGE
(Independent; 430 girls, mainly boarding; aged 10 to 18)
Required for September, 1977, DIRECTOR of MUSIC, to take charge of a department of five full-time and other part-time staff. The college has a strong musical tradition and a special interest in choral work. A Scale 3 responsibility allowance is available for a suitably qualified and experienced candidate.
Further details of the post may be obtained from the Headmistress, Harrogate College, Clarence Drive, Harrogate HG1 2QU to whom letters of application, enclosing curriculum vitae and names and addresses of two referees, should be sent.

Other Assistants

NEWBURY
DOWNE HOUSE
Required in April:—
Full-time ORGANIST to join active Music Department in girls' school of about 260 pupils (mainly boarders). There is a two-manual Walker Organ and the Chapel music plays an important part in the musical life of the school. Some Music-Class teaching; also organ and piano pupils.
Possibility of residential accommodation.
Apply in writing, with the names of two referees, to the Director of Music, Downe House School, Cold Ash, Newbury, Berkshire.

Physical Education

ESSEX
CRANBROOK COLLEGE
Ilford
(Independent Day School of 230 boys aged five to 18)
Required as soon as possible, TEACHER of PHYSICAL EDUCATION to be responsible for Physical Education in the age range seven to 18 and to take charge of school games. A subsidiary subject, preferably Junior English, is essential. Salary: Burnham Scale 1 plus Outer London allowance.
Please apply, with full details and names and addresses of two referees, to the Headmaster, Cranbrook College, Mansfield Road, Ilford, Essex IG1 3BD.

SURREY
Required in September, 1977, a TEACHER to take PHYSICAL EDUCATION throughout the school, able to coach Lacrosse, Netball, Tennis, Rounders and Swimming. Resident or non-resident. Burnham Scale, Government Superannuation.
Apply with copies of testimonials to the Headmistress, Dunottar Independent Public Day and Boarding Schools for Girls, Reigate, Surrey.

WILTSHIRE
MARLBOROUGH COLLEGE
(Boys 13 to 18, girls 16 to 18)
TWO vacancies exist for a CRICKETER and a FENCER for September, 1977, to join a flourishing Physical Education Department. Proven coaching ability and high-calibre personal performance is required for each of the posts. Rugby football and/or hockey an advantage. Some academic teaching available. Accommodation provided if wanted. Marlborough salary scale.
Further details from the Master, Marlborough College, Wiltshire. Applications should be accompanied by a curriculum vitae and the names, addresses and telephone numbers of two referees.

Religious Education

BRIGHTON
BRIGHTON COLLEGE
Required for Summer Term, 1977: A CHAPLAIN, who will also be expected to arrange all Religious Education lessons throughout the school. Preference is likely to be given to a married man whose churchmanship is central.
Accommodation will be provided.
Please apply in writing, with the names of two referees, to the Headmaster, Brighton College, Eastern Road, Brighton BN2 2AL.

Social Studies

MIDDLESEX
HILLINGDON COURT CONVENT SCHOOL
108 Vine Lane, Uxbridge
Required for January 1977, [illegible]
[illegible]

'The fact is we're just learning more and more about less and less'
– sixth form student

Is specialisation one of the major problems of post-16 education in Britain today?

That's one of the questions answered by THE 16-PLUS INQUIRY – a national survey of teenagers and their teachers that's extremely revealing about current attitudes and future trends.

You can obtain a copy of The 16-Plus Inquiry by sending a P.O. for 30p to
The Marketing Manager
The Times Supplements
P.O. Box 7,
New Printing House Square,
Grays Inn Road,
London WC1X 8EZ.

THE TIMES
Educational Supplement

INDEPENDENT
continued

Science

HAMPSHIRE
[illegible]DALES SCHOOL
Petersfield
(Coeducational 13 to 18: 350 pupils)
Required for April, 1977, a GRADUATE to assist in teaching CHEMISTRY at all levels and some PHYSICS in the lower part of the school. Burnham Scale 1 or 2, according to experience and qualifications. Applications for a temporary appointment for the summer term will be considered, or for a permanent post in April, or for a permanent post in September.
The Headmaster welcomes applications by letter only, including the names of three referees and curriculum vitae.
Testimonials will not be returned without a stamped addressed envelope.

LONDON, E.17
FOREST SCHOOL
Snaresbrook
(Independent: H.M.C.: 650 boys over 11)
Required in April preferably, but possibly in September, a GRADUATE to teach PHYSICS up to "A" level and Scholarship standard, and possibly some middle school CHEMISTRY. Very well qualified person considered as Head of Department (Physics). Opportunities for assisting with Soccer/Hockey, Cricket/Fencing.
Subsidised accommodation probably available.
Salary: London Burnham, at least Scale 2.
Apply immediately to the Headmaster, from whom further details can be obtained.

LIVERPOOL
THE BELVEDERE SCHOOL
G.P.D.S.T.
17 Belvidere Road, Liverpool
L8 3TF
Required in April, 1977, if possible, a well qualified Honours GRADUATE to teach PHYSICS to Advanced and Scholarship Level.
Burnham Scale.
Apply immediately to the Head Mistress giving the names of two referees and, if possible, enclosing copies of testimonials.

SUSSEX
SHOREHAM GRAMMAR SCHOOL
Day and Boarding School of 120 Boys.
Required for January 1977, GRADUATE to teach BIOLOGY including some "A" level work. Opportunity to help with games and outdoor activities. Residential accommodation available for House tutor.
Applications, with curriculum vitae and the names and addresses of two referees, to the Headmaster, Shoreham Grammar School, St. Julian's Lane, Shoreham-by-Sea, Sussex.

WILTSHIRE
MARLBOROUGH COLLEGE
(Boys 13 to 18; girls 15 to 18)
BIOLOGIST wanted for September, 1977, to teach up to University Scholarship level, in a strong department.
Further details may be obtained from the Master, Marlborough College, Wiltshire, to whom application should be made, together with curriculum vitae and names, addresses and telephone numbers of two referees.

Other than by Subject Classification

KENT
BETHANY SCHOOL
Goudhurst
280 boys, 11 to 18:
I.A.P.S./P.S.B.[illegible]
For September, 1977, an additional [illegible] TEACHER for GENERAL SUBJECTS including MATHEMATICS, ENGLISH.
Boarding school interest and Rugby/Cricket coach strong recommendations.
School accommodation.
Full details from Headmaster.

LONDON, N.16
Part-time TEACHERS required January 4 to teach GENERAL SUBJECTS to small classes of boys (9 to 10 years) and MATHEMATICS to "O" level.
Hours: 1.30 to 5 p.m. Monday to Thursday: 1 to 3.30 p.m. Friday.
For further details and interview appointment tel. 01-800 8612.

LONDON, W.4
Qualified TEACHER required for GENERAL SUBJECTS. Mornings commencing 9.30. Co-educational, small class of children over 11 to commence on May 3, 1977.
Details from Mrs. Bland, The Phildene Stage School, 2 Rupert Road, W.4 (994 8378 or 994 1910).

NOTTINGHAMSHIRE
TEACHER required for PHYSICAL EDUCATION and GAMES (good athletics) and middle school general subjects. The applicant must be male as there are some boarding duties with boys. Small co-educational boarding school.
Write giving full details in first letter. Duties to commence April, 1977, Rodney School, Kirklington, Newark.

WILTSHIRE
MARLBOROUGH COLLEGE
(Boys 13-18, girls 16-18)
BIOLOGIST wanted for September 1977 to teach up to University Scholarship level, in a strong department.
Further details may be obtained from the Master, Marlborough College, Wiltshire, to whom application should be made, together with curriculum vitae and names, addresses and telephone numbers of two referees.

GABBITAS-THRING SERVICES LTD.
6, 7 & 8 Sackville Street
London W1X 2BR
Telephone: 01-734 0161
are seeking well-qualified experienced school teachers for posts in
INDEPENDENT SCHOOLS
No fee whatever is payable by candidates for teaching posts

F.I.S. Vacancies in good independent schools. Details foolscap s.a.e. to Staff Dept., 18a Campden Hill Gardens, London, W.8.

Preparatory Schools

Headships

LONDON
ARNOLD HOUSE SCHOOL
Appointment of Head—September 1, 1977.
The Governors invite applications for the post of HEAD of Arnold House School, St. John's Wood, London, N.W.8, which will become vacant on the retirement of Mr. J. E. L. Penys at the end of the summer term, 1977.
Arnold House is a day school with approximately 200 boys between the ages of five and 13.
Applicants should be graduates of a British university and be qualified teachers and be between the ages of 30 and [illegible].
The post carries a pensionable salary commensurate with age and experience and is non-resident.
Applications should be made in writing with a curriculum vitae and the names of two referees to the Secretary to the Governors, Arnold House School, Orient House, 42-45 New Broad Street, London EC2M 1LY.

By Subject Classification

English

PERTHSHIRE
IAPS school requires Senior ENGLISH MASTER in April. Games coaching an asset.
Cottage available for married man.
Burnham Scale, pension scheme.
Apply with curriculum vitae to Headmaster, Ardvreck, Crieff, Perthshire.

Music

YORKSHIRE
GIGGLESWICK SCHOOL
Catteral Hall
(I.A.P.S.)
Required in April (or September), 1977, a TEACHER for MUSIC. Ability to teach an additional classroom subject essential. Giggleswick Scale.
Government superannuation.
Accommodation available.
Details from and applications with names and addresses of two referees to Headmaster, Catteral Hall, Giggleswick, Settle, North Yorkshire BD24 0DG.

County of Cleveland

EDUCATION DEPARTMENT

CLEVELAND TECHNICAL COLLEGE,
REDCAR, CLEVELAND

Applications are invited for the post of

TUTOR LIBRARIAN

(Graded Lecturer I; N.J.C. conditions)

Duties to commence as soon as possible.

The successful candidate will be required to maintain and develop the College Library. The ability to design and teach classes the correct use of the Library, and to encourage students from all departments to use the facilities to its fullest extent is an essential prerequisite for the post.

In approved cases, financial assistance with household removal expenses will be available. Temporary housing accommodation for married couples may be available in the County area in approved cases.

Application forms and further particulars are available by applying IN WRITING ONLY to: The Principal, Cleveland Technical College, Corporation Road, Redcar, Cleveland TS10 1EZ, to whom completed forms should be returned by 4th January, 1977.

Other than by Subject Classification

LIVERPOOL
Vacancy occurs in January for person to teach Middle School subjects and also help with the coaching of games.
Single accommodation available. School has own Pension Scheme.
Applications to Headmaster, Holmwood School, Parkfield Lane, Formby, Liverpool L37 3JB.

MIDDLESEX
STAINES PREPARATORY SCHOOL
(300 day boys and girls)
Needs non-resident TEACHER in January to take pupils aged 9 to 13 in Latin, English etc., also soccer and cricket coaching. Graduate preferred. Interest in teaching essential, experience not.
Please write Deputy Headmaster, 3 Gresham Road, Staines TW18 2BT.

SURREY
KING'S HOUSE SCHOOL
Richmond
(I.A.P.S. Day Preparatory School)
Required for April, 1977 a qualified and experienced Form TEACHER to take over a class of 8 to 9 year old boys. Some help with the supervision of GAMES is required and the ability to teach French to this age group would be an advantage.
The school is a Trust and Burnham Scale, London Allowance and Government Superannuation are paid.
Please write to the Headmaster, King's House School, 68 King's Road, Richmond, Surrey, with all particulars including testimonials and names of referees.

PERTHSHIRE
IAPS school requires resident Junior FORM TEACHER for small class of boys and girls aged 7½ to 8½.
Willingness to share own interests an asset.
Burnham Scale, Pension Scheme, etc.
Applications to Headmaster, Ardvreck, Crieff, Perthshire.

SURREY
Required January 1977 in IAPS Boys Day Prep School, qualified and enthusiastic TEACHER to take GENERAL JUNIOR SUBJECTS, including some FRENCH and LATIN at elementary level (ages 8-10).
Ability to assist with games and other activities an advantage. Salary by arrangement.
Applications to the Headmaster's secretary, Nower Lodge School, Dorking, Surrey.

Colleges of Further Education

BARKING
(London Borough of)
BARKING COLLEGE OF TECHNOLOGY
SENIOR LECTURER—QUANTITIES/CONSTRUCTION or STRUCTURES/CONSTRUCTION—required to teach on Technician Courses and work with the T.E.C. Programme Coordinator in all aspects of course administration. Applicants must have teaching experience and preferably hold a professional qualification.
Burnham salary scale, £5,0[illegible] to £5,455 per annum plus £312 supplement plus £402 London Addition.
Requests for application forms and further details must be accompanied by a stamped addressed envelope and sent to the Registrar, Barking College of Technology, Dagenham Road, Romford, Essex, RM7 0XU.
Completed forms to be returned to him by 14th January, 1977, the latest.

BRENT
(London Borough of)
WILLESDEN COLLEGE OF TECHNOLOGY
DEPARTMENT OF ELECTRICAL ENGINEERING
Applications are invited, as soon as possible, for LECTURER GRADE I posts with specialism in one of the following fields:
ELECTRICAL INSTALLATION,
ELECTRONIC CRAFT PRACTICE,
ELECTRONIC TECHNICIAN.
Salary Scale: Lecturer Grade I, £2,469 to £4,377 plus £402 London Allowance plus £312 Supplement at all points. Increments above the minimum may be given for relevant industrial experience and degree qualifications.
Application forms may be obtained from the Chief Administrative Officer at the College (Denzil Road, London NW10 2XD—Tel: 01-459 0147) and should be returned within two weeks from the appearance of the advertisement.
The Authority has a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

DURHAM
COUNTY COUNCIL
DURHAM TECHNICAL COLLEGE
LECTURER I IN BUSINESS STUDIES
Candidates should be able to teach Marketing to Institute of Marketing and OND/ONC students, and Economics, Commerce and Office Organisation to COS, OND/ONC and Secretarial Courses. There could be a future opportunity to teach some of these subjects to higher level courses.
Further details, together with Forms of Application returnable by 21st January, 1977, obtainable from The Principal, Durham Technical College, Framwellgate Moor, Durham, on receipt of a stamped addressed foolscap envelope.

HEREFORD AND WORCESTER
COUNTY COUNCIL
NORTH WORCESTERSHIRE COLLEGE
SCHOOL OF TECHNOLOGY
Applications are invited from suitably qualified persons for the following post:—
LECTURER Grade II in MOTOR TRADE MANAGEMENT.
This is a permanent appointment required for 1 May, 1977.
Applicants will be required to teach Motor Industry Practice and at least one of the following subjects—Service, Sales and Parts Department Administration and Organization—to motor vehicle technicians and Diploma in Automobile Engineering students. A knowledge of the H.G.V. sector of the road transport industry would be an advantage.
Recent managerial experience in the retail motor trade is an important requirement for this appointment.
Salary Scale: Lecturer Grade II £3,279 to £5,403 per annum plus £312 supplement with placing according to qualifications and experience.
Application forms and further details may be obtained from the Chief Administrative Officer, North Worcestershire College, Bromsgrove, Worcs B60 1PQ.

HEREFORD AND WORCESTER
COUNTY COUNCIL
WORCESTER TECHNICAL COLLEGE
DEPARTMENT OF BUILDING
LECTURER Grade I—
GENERAL BUILDING SUBJECTS
Applications are invited for a LECTURER Grade I, to commence duty on 1st January, 1977, and to teach subjects in the National Certificate in Building Courses.
Candidates should have suitable qualifications in Building, coupled with good industrial experience, and should be prepared to offer Building Science or Building Quantities in addition to Building Technology.
Salary: £2,469 to £4,377 (plus £312).
Application forms and further details may be obtained from the Chief Administrative Officer, Worcester Technical College, Deansway, Worcester WR1 2JF.

LEEDS
CITY COUNCIL
DEPARTMENT OF EDUCATION
BRAMLEY GRANGE COLLEGE
APPOINTMENT OF DEPUTY WARDEN

Applications are invited for the post of Deputy Warden of this College, which is a joint educational service providing short residential courses of in-service training for the staff of eight local education authorities in Yorkshire. The College covers a wide range of work, including Further Education, Youth and Community Service, Careers and Secondary Schools.
Applications will be considered both from persons seeking a permanent appointment and from those whose authorities would be prepared to second them to this post for a period of two/three years.
The salary scale for the post is Soulbury £6,969-£7,893 plus £312. In addition, accommodation for a single person or married couple without children and emoluments are available in return for residential duties.
Application forms and full particulars are available from the undersigned. Completed forms should be returned, together with the names and addresses of two persons to whom reference may be made, by January 14, 1977.
R. S. Johnson, B.Sc., Director of Education, Department of Education, Great George Street, Leeds LS1 3AE.

LEEDS
CITY COUNCIL
DEPARTMENT OF EDUCATION
CITY OF LEEDS COLLEGE OF MUSIC
Cookridge Street,
Leeds LS2 8BH
Director:
Joseph Stones ARMCM

Applications are invited from suitably qualified and experienced persons for the following full-time posts commencing May 1, 1977, or earlier if possible.

DEPARTMENT OF LIGHT MUSIC STUDIES
SENIOR LECTURER with responsibility for ARRANGING and LIGHT MUSIC ENSEMBLES, and assistant to the Head of Department.
LECTURER Grade II HARMONY (Light Music idioms) and allied subjects, with piano and piano.

DEPARTMENT OF INSTRUMENTAL STUDIES
SENIOR LECTURER to teach a WOODWIND instrument and be tutor-in-charge of woodwind, and to assist in the organization and administration of this subject.
LECTURER Grade I VIOLIN and/or VIOLA.
LECTURER Grade I ORCHESTRAL PERCUSSION.

DEPARTMENT OF FOUNDATION STUDIES
LECTURER Grade I THEORY, HARMONY, PIANO and Study. Interest in student welfare an advantage.
Salary scales: Senior Lecturer, £5,343 to £6,367; Lecturer Grade II, £3,891 to £5,805; Lecturer Grade I £2,781 to £4,689.
Application forms (to be returned as soon as possible) and further details from the Director at the above address.

NORFOLK
COUNTY COUNCIL
THE NORFOLK COLLEGE
of Arts and Technology
Tennyson Avenue, King's Lynn
Faculty of Technology
PRINCIPAL LECTURER in Construction and Allied Subjects is required to co-ordinate the Building and Civil Engineering work of the Faculty.
Good industrial and teaching experience together with relevant qualifications are necessary.
Ability to offer Measurement and Economics of Building up to HNC level would be an advantage together with knowledge of T.E.C. developments in this sector.
Salary Grade £5,940 to £6,642 plus £312 in accordance with scale of salaries for Teachers in F.E. 1976.
Details of post and application forms available from the Chief Administrative Officer at the above address. Telephone 0553/61144.
Applications required not later than January 14, 1977.

SOMERSET
YEOVIL COLLEGE
Yeovil
Required as soon as possible:
(1) LECTURER I in WELDING and PANEL BEATING to craft and technician level in the School of Automobile Engineering.
(2) LECTURER I to assist in the 48-week EITB courses at the college. The responsibilities are for teaching the basic practical skills of machining, fitting and some sheet metal work together with associated technical studies.
Salaries within the scale £2,781 to £4,689 at a point to be arranged according to industrial/teaching experience.
Further particulars and form of application (stamped addressed envelope) from the Vice-Principal, Yeovil College, Ilchester Road, Yeovil, BA21 3BA. Returnable not later than 14th January, 1977.

SUFFOLK
COUNTY COUNCIL
LOWESTOFT COLLEGE OF FURTHER EDUCATION
PART-TIME LECTURER
Designer with professional experience in product, furniture, interior or allied design disciplines required to teach Foundation Students.
Six to eight hours per week on one day for the period January 1977 to June 1977.
Write giving curriculum vitae to the Head of the School of Art, Lowestoft College of Further Education, St. Peter's Street, Lowestoft, NR32 2NB. Tel: Lowestoft 2176, should further particulars be required.
Closing date 20th December.

Colleges and Departments of Art

NORTH YORKSHIRE
(County of)
YORK COLLEGE OF ARTS AND TECHNOLOGY
HEAD OF DEPARTMENT OF ART
(Grade IV)
Applicants should have an enthusiasm for continuing the development of the work of this strong, creative department in outstanding new buildings on the College campus.
Salary, Grade IV, £6,756 to £7,632.
Application forms and further particulars may be obtained from the Principal, York College of Arts and Technology, Dringhouses, York YO2 1UA, to whom they should be returned not later than Friday, January 7, 1977.

Polytechnics

LONDON, W.1
THE POLYTECHNIC OF CENTRAL LONDON
SCHOOL OF SOCIAL SCIENCES AND BUSINESS STUDIES
Part-time TEACHER of SPANISH SHORTHAND required for post-A level bilingual secretarial students. The students are taught Pitman 2000 during their first year and this system is adapted to Spanish during the second year.
Application form from the Establishment Officer, PCL, 309 Regent Street, London W1R 8AL. 01-580 2020, Ext. 212.

Universities

BIRMINGHAM
THE UNIVERSITY
CHAIR AND HEADSHIP OF THE DEPARTMENT OF HISTORY AND PHILOSOPHY OF EDUCATION

Applications are invited for the Chair and Headship of the Department of History and Philosophy of Education in the Faculty of Education. Appointment from 1 January, 1977, or thereafter by arrangement.
Salary in the professorial range plus superannuation.
Further particulars obtainable from the Registrar, University of Birmingham, P.O. Box 363, Birmingham B15 2TT, to whom 12 copies of applications (one from overseas applicants) naming three referees, should be sent by 21 January, 1977.

BRISTOL
THE UNIVERSITY
SCHOOL OF EDUCATION
RESEARCH ASSISTANT

A follow-up is planned of a sample of children whose language development has been monitored during the pre-school years, in order to investigate the route of Language in the transition from Home to School.
The person appointed will be expected to assist in the collection of speech samples in the two settings and to take the major responsibility for analysis of the data obtained. Candidates should have some formal training in linguistic analysis and previous experience of either research or teaching with young children.
The appointment will be for a period of 2½ years commencing as soon as possible. Starting salary in the range £3,333-£3,761 (plus USS benefits), dependent upon age and experience.
Applications, together with a curriculum vitae and the names and addresses of three referees, should be sent to the Secretary, The School of Education, Helen Wodehouse Building, 35 Berkeley Square, Bristol, BS8 1JA quoting reference CWH/76/8 from whom further particulars about the appointment can be obtained.
The closing date for applications is 3rd January, 1977.

FIJI
THE UNIVERSITY OF THE SOUTH PACIFIC

Applications are invited for the post: PROFESSOR of EDUCATION (Post 76/70). Applicants should have substantial experience of teaching and research in one or more of the following fields: secondary teacher education; curriculum development; educational psychology, sociology or philosophy; child development; or another significant branch of educational studies. He/she should have had senior organizational responsibility and administrative experience; and preferably should have experience of the Pacific or another developing region. The Professor will be expected to provide leadership among Education staff who teach towards the University's Diploma in Education (for junior secondary teachers), concurrent Graduate Certificate in Education (for senior secondary teachers) and B.Ed (for a wide range of educators). The appointee may be considered for appointment as Head of the School of Education which includes not only Education but also English, Mathematics, Industrial Arts and Home Economics.

Salary Scale: $F13,685 to $F14,713 p.a. (£1 sterling equals $F1.60). The British Government may supplement salary by £1,0[illegible] p.a. (sterling) for married appointees or by £1,0[illegible] p.a. for single appointees (normally reviewed annually and free of all tax) and provide children's education allowances and holiday visit passages. In addition the University provides 10 per cent gratuity, superannuation contribution, appointment allowance, partly furnished accommodation at a maximum rental of 15 per cent of salary.

Appointments will be for a contract period of three years and will be renewable by mutual agreement. Candidates should send, quoting the above post reference, (six copies) a detailed curriculum vitae, naming three referees to the Registrar, the University of the South Pacific, GPO Box 1168, Suva, Fiji, to reach him no later than 31 December 1976. Applicants resident in UK should also send 1 copy to Inter-University Council, 90/91 Tottenham Court Road, London W1P 0DT. Further particulars are obtainable from either address.

LESOTHO
NATIONAL UNIVERSITY

Applications are invited for the post of EXTENSION EDUCATOR in the DIVISION of EXTRA - MURAL SERVICES. Candidates should hold a University Degree and have a background experience of training in community development or non-formal education. Appointment will be with immediate effect for a period of two years.

Salary Scales: Assistant Lecturer: R2,718 to R5,310 p.a. Lecturer: R3,924 to R5,823 to R6,376 p.a. (£1 sterling equals R1.30). Entry point according to qualifications and experience terms.

Superannuation: Appointees on contract receive 25 per cent gratuity in lieu of superannuation for the first two years of the contract, rising to 27½ per cent and 30 per cent for each subsequent and similar period of service; 15 per cent inducement allowance for expatriates not qualifying for any supplementation scheme. Medical aid scheme; accommodation at reasonable rent; education allowances; family passages; biennial overseas leave.

Detailed applications (3 copies) including a curriculum vitae and naming three referees, should be sent by airmail, not later than 10th January, 1977, to the Registrar (Appointments), National University of Lesotho, Roma, Lesotho.

Applicants resident in UK should also send 1 copy to Inter-University Council, 90/91 Tottenham Court Road, London W1P 0DT. Further particulars are available from either address.

BRADFORD COLLEGE

Applications are invited from suitably qualified and experienced persons for the following posts:

POST 1. LECTURER I/II in MATHEMATICS
POST 2. LECTURER I in GENERAL STUDIES
POST 3. LECTURER I in JEWELLERY
POST 4. LECTURER I in COMMUNITY EDUCATION
POST 5. SENIOR LECTURER in EDUCATIONAL STUDIES
(Applicants for this post should be qualified and experienced Social Workers.)
POST 6. LECTURER I in THE SERVICE OF FOOD, HOTEL & RECEPTION & FRONT OFFICE PROCEDURES

Salaries for all the above posts will be in accordance with the Burnham (F.E.) salary scales.

LECTURER, GRADE 1,	£2,469-£4,377	plus the supplement of £312.00
LECTURER, GRADE 2,	£3,279-£5,493	
SENIOR LECTURER GRADE	£5,031-£5,955 (bar £6,147)	

Application forms and further particulars can be obtained from:
The Staffing Officer,
Bradford College, Great Horton Road,
BRADFORD BD7 1AY
and completed forms should be returned to him within 14 days of the appearance of this advertisement.

ABERDEEN
ROBERT GORDON'S
INSTITUTE OF
TECHNOLOGY

SCHOOL OF MECHANICAL AND OFFSHORE ENGINEERING, SCHOOLHILL

Lecturer

Required with Honours Degree and appropriate experience

Salary placement in range of £2,979-£6,807 per annum. Assistance with removal expenses.

Details from Chief Administrative Officer, Robert Gordon's Institute of Technology, Schoolhill, Aberdeen AB9 1FR. Tel. : 0224 29384.

Metropolitan Borough of Calderdale

SOCIAL SERVICES DEPARTMENT

DOBROYD CASTLE SCHOOL, TODMORDEN, LANCASHIRE

We have a vacancy for an enthusiastic, qualified

TEACHER

at this Community Home School for boys aged 13 and over. Our preference is for a specialist in Remedial Work and Mathematics up to C.S.E. level. There are facilities for a wide range of hobbies, crafts and games, and the teaching programme already involves considerable out of school activities.

The salary is Burnham Scale 1 plus Community Home Allowance of £564 per annum. Any teacher wishing to undertake out of school activities would be rewarded by an allowance of £879 per annum for an average of 15 hours per week.

Application forms are available from the Director of Social Services, Metropolitan Borough of Calderdale, Wellesley Park, Gibbet Street, Halifax.

For further information and informal discussion please contact Mr. M. J. Connolly, Head of Teaching at the School. (Tel. Todmorden 2247).

Somerset

DILLINGTON HOUSE COLLEGE OF ADULT EDUCATION AND ARTS CENTRE

A DIRECTOR

is required from April/May, 1977, or earlier if possible, for this residential college and arts centre. The post also includes responsibility for Adult Education work in the area.

Salary will be £7,227 plus £312 p.a. in the range of the Burnham F.E. Principal Group 2. A bungalow rent free, will be provided.

Further particulars and application form (stamped addressed envelope) from the Chief Education Officer, Sterling (T), Education Department, County Hall, Taunton TA1 4DY.

Closing date: 4th January, 1977.

CROYDON ADULT EDUCATION SERVICE

In collaboration with

CROYDON COUNCIL FOR [illegible]

Invite applications from qualified and experienced persons for the post of full time TUTOR/ORGANISER for the Croydon home-based English Language Training Scheme. The successful candidate (who should be a car owner) will be responsible for the organisation, administration and development of the scheme and will be expected to undertake English language teaching for up to 8 hours per week.

The appointment will be for 2 years only in the first instance and is tenable from 1st April 1977 or earlier if possible.

Salary will be in accordance with the Lecturer II Scale for the current Burnham FE Report, (£3,681-£6,805 plus £297 London allowance).

Further information and application forms, returnable by 7th January, 1977, may be obtained from the Director of Education (FE), Education Department, Taberner House, Park Lane, Croydon, CR9 1TP. Tel. 01-686 4433, ext. 2292.

UNIVERSITIES
Appointments continued

THE OPEN UNIVERSITY

A Senior Publishing Post at the Open University

FACULTY EDITOR—EDUCATIONAL STUDIES

A vacancy has occurred in the Publishing Division for an experienced EDITOR for the post of FACULTY EDITOR—EDUCATIONAL STUDIES to form an editorial group working with academic course teams in the preparation of the faculty's teaching texts.

The editor should have several years relevant publishing experience, to be able to make a direct editorial contribution to the material and to ensure smooth handling of a large volume of manuscripts, proofs, reprints, etc.

The post is tenured and the appointment will be made on the Grade IV scale £6,831-£8,685 per annum), with membership of the Universities' Superannuation Scheme.

Please send a postcard for an application form and further particulars to: The Personnel Manager (EG), The Open University, Walton Hall, Milton Keynes, Buckinghamshire MK7 6AA. Telephone Milton Keynes 65868.

Closing date for applications: 10th January, 1977.

UNIVERSITY APPOINTMENTS

are also advertised in

THE TIMES HIGHER EDUCATION SUPPLEMENT

The newsmagazine for higher education provides a unique board for all University appointments.

It has a large established academic readership in Universities and Polytechnics and in other areas from which staff are recruited. Recent research shows that it is the paper selected by the academic staff themselves as being the best source of information for job hunting.

For further information or to book advertising space please contact Miss Chantelle Coulson, Classified Advertisement Department, The Times Higher Education Supplement, Now Printing House, London, EC1X 8EZ. Telephone 01-837 1234, extension 376.

Fellowships Studentships and Research Awards

CAMBRIDGE

FITZWILLIAM COLLEGE

SCHOOLMASTER FELLOWSHIP

The Governing Body of Fitzwilliam College proposes to elect a Schoolmaster Fellow for the Lent Term 1978. The Fellow will be expected to reside in College for the period 7th March to 30th June, 1978. The specific duties, as it is the intention of the Governing Body to afford him an opportunity to pursue his own academic interests and to follow recent developments in his subject, are not at present defined. He will be provided with board and lodging for his College and he will receive an allowance towards expenses of £250. Names will be considered in stability except the requirement that applicants should, at the time of their application, be practising teachers in the secondary education in the United Kingdom.

Applications, made on forms which may be supplied on request, should be made to the Master, Fitzwilliam College, Cambridge CB3 0DG, so as to reach him not later than Monday, 10 January, 1977.

OXFORD

THE UNIVERSITY

M.Sc. IN SOCIAL RESEARCH AND SOCIAL POLICY

The University now offers an M.Sc. in Social Research and Social Policy for graduates with good honours degrees. The M.Sc. is intended as a professional training for a research career in local or central government or voluntary organisations. Candidates take four courses, two on research design and methods and two others, and write a thesis. This is based on supervised field experience and gives students an opportunity to use research techniques (a set up and carry out an empirical inquiry.

Enquiries to the Director, Department of Social and Administrative Studies, New Barnett House, 28 Little Clarendon Street, Oxford OX1 2HB.

SOUTH GLAMORGAN

(County of)

SOUTH GLAMORGAN INSTITUTE OF HIGHER EDUCATION

FACULTY OF TECHNOLOGY

SCHOOL OF MARITIME STUDIES (WALES)

(i) LECTURER Grade 1—MARINE ENGINEERING : Salary Scale £2,409 to £4,377 plus £312 per annum).

To lecture in various practical and theoretical subjects on courses leading to:

(a) The D.T.I. Statutory Marine Engineering examinations.

(b) Phase I, Ordinary National Diploma, and Marine Engineering Technicians Certificate Courses.

Applicants must possess a First Class Certificate of Competency and have extensive and recent sea-going experience. Duties to commence as soon as possible.

Preference will be given to applicants who, in addition, are chartered Engineers or who hold an engineering degree or equivalent.

(ii) LECTURER Grade 1—NAVIGATION (Salary Scale £2,409 to £4,377 plus £312 per annum).

To lecture in various practical and theoretical subjects on courses leading to:

(a) O.N.C./D. Nautical Science.

(b) D.O.T. Certificates (All Grades).

Applicants must possess an Extra Master Certificate or equivalent and have extensive and recent sea-going experience.

Duties to commence on 1st January, 1977, or as soon as possible thereafter. Preference will be given to candidates who, in addition, show a desire to engage in applied research.

Application forms and further details are obtainable from the Deputy Principal, South Glamorgan Institute of Higher Education, Llandaff Buildings, Western Avenue, Cardiff CF5 2YB, to whom they should be returned within 10 days of the appearance of this advertisement.

F. J. Adams, Director of Education, Education Offices, Ringsway, Cardiff.

Adult Education

AN OPPORTUNITY FOR A CAREER IN COMPUTERS

Use your teaching skills where they will be appreciated as an Instructor for an international computer company operating in a specialised atmosphere, to small groups of adults at our Training School in Southend.

Selected applicants will receive full training and career prospects are excellent.

Send full details in complete confidence to:

Mr S. W. Criterson, Manager, Sales & Customer Training, Burroughs Machines Ltd., Central House, Clifftown Road, Southend-on-Sea, Essex SS1 1AB.

AFRICAN STUDIES: Evening classes in National African Language, Southern African Affairs, Development Studies. Starting from Monday 10 January. Ring Mercy for details 01-734 5101. Africa Centre, 38 King St., WC2.

Fellowships Studentships and Research Awards

CAMBRIDGE

FITZWILLIAM COLLEGE

SCHOOLMASTER FELLOWSHIP

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M.Sc. IN SOCIAL RESEARCH AND SOCIAL POLICY

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Enquiries to the Director, Department of Social and Administrative Studies, New Barnett House, 28 Little Clarendon Street, Oxford OX1 2HB.

Colleges of Higher Education

[illegible]

[illegible] DO CYMRU

THE NORTH WALES INSTITUTE OF HIGHER EDUCATION

[illegible] COLLEGE [illegible] BANGOR

[illegible] COUNTY BOROUGH OF [illegible]

[illegible] FOR STUDENTS

[illegible] with effect from [illegible] 1977 [illegible] Principal [illegible] Applications [illegible] Secretary [illegible] Bangor [illegible] Wales [illegible] Applications [illegible] 1977.

[illegible] Applications [illegible] Secretary [illegible] Bangor [illegible] Wales [illegible] Applications [illegible] 1977.

[illegible] Applications [illegible] Secretary [illegible] Bangor [illegible] Wales [illegible] Applications [illegible] 1977.

Assessment Centres

BROMLEY

London Borough of)
DEPARTMENT OF SOCIAL SERVICES

TEACHER—Ref : R282/R284

Salary Scale Burnham 1, £2,862 to £4,545 (including London Allowance and supplement).

Applications are invited from qualified TEACHERS for posts at this new Observation and Assessment Centre at the Cedars, Lower Camden, Chislehurst, Kent, which should be opened by March 1977 and will provide education facilities on the premises for 40 boys and girls, ages ranging from 11 to 17 years. Mature persons with experience of general subject teaching and an interest in diagnostic and remedial work preferred.

Further information from Mr. Gorringe, tel. 01-464 7505. Application form from the Director of Social Services, Staffing Section, Thurman House, Thurman Road, Bromley, Kent BR1 3EH. Tel 01-464 3333, ext. 8326.

Closing date 20th December, 1976.

HERTFORDSHIRE

SOCIAL SERVICES

SHARPENEYE HOUSE

ASSESSMENT CENTRE

Bushey

TEACHER : Salary scale Burnham II plus Inner London Area Allowance and up £312 annual supplement.

Teaching in an Assessment Centre is difficult challenging work and the children, age of whom ages range and ability and often lack educational motivation, therefore need qualifying experience in teaching secondary school children is essential.

There is a purpose built school until with opportunities for teaching in small groups. Teachers will be expected to initiate projects and provide lively and interesting teaching programmes.

Applications would be especially welcome from persons able to take up the post before Easter.

Interviews will be held on Thursday, January 27th.

Application forms and further details available from the Director of Social Services, County Hall, Hertford, or telephone Watford 30476 extension 5648. Please quote ref. Ref. : D.63. Closing date 10th January, 1976.

Youth and Community Service

MORNING TUTORS

In ENGLISH required during March, April, June, July and August, minimum engagement 3 weeks. Small Classes of German School-children. Good Rates.

Vacancies at Bournemouth, Brighton, Oxford, Eastbourne, Worthing, Weymouth, Torquay, Fleetwood, Clacton-on-Sea and Mumbles.

FULL or part-time teaching qualifications are required. We also have vacancies for activity-leaders and organisers.

Please reply with full-cost details to Box TES 2079, The Times, WC1X 8EZ.

NORTHAMPTONSHIRE COUNTY COUNCIL

EDUCATION DEPARTMENT

YOUTH AND COMMUNITY SERVICE

Appointment of SENIOR YOUTH AND COMMUNITY WORKER

CORBY YOUTH CENTRE

Applications are invited from qualified, experienced YOUTH WORKERS or TEACHERS with youth work experience for the post, the person appointed will be based at Corby Youth Centre but there is a purpose built youth facilities and will have responsibility for the social education of young people and the development of the community in the northern part of Corby.

Salary payable in accordance with the Joint Negotiating Committee for Youth Leaders Grade 3 £5,973 to £6,948 per annum plus £312 per annum.

Forms of application and further particulars may be obtained from the undersigned, to whom completed applications should be returned within 14 days of the appearance of this advertisement.

Geoffrey Honley, County Education Officer and Community Education Section, Pioon Northampton House, Northampton.

Community Homes and Associated Institutions

Headships and Deputy Headships

GLOUCESTERSHIRE

COUNTY COUNCIL

LONGFORDS SCHOOL

Minchinhampton

DEPUTY HEAD

£4,437 to £6,856

Professionally qualified and experienced TEACHER in DENTAL CARE OFFICER required to fill the post which becomes vacant at the end of January. The post is for a school caring for 38 adolescent girls from 13 to 18 years.

Informal discussion and visits welcomed by arrangement with the Principal, Mr. J. Bentley-Nathaworth 3701.

Application forms and further details of the post, from Director of Social Services, Shire Hall, Gloucester GL1 2TH.

SCOTLAND

THE CHURCH OF SCOTLAND

THE COMMITTEE ON SOCIAL RESPONSIBILITY

OEILGLAND LIST D SCHOOL

Bath

DEPUTY HEAD (EDUCATION)

Applications are invited from qualified teachers of both sexes for the post of Deputy Head (Education) at Oeilgland List D School.

The Deputy Head will be responsible for organising and developing the education programme which consists of pre-vocational education together with an element of remedial teaching. The post will include a limited amount of teaching.

In addition to educational activities the successful applicant will be required to take a full and active part in the life of the community in the evenings and at weekends.

Salary: £6,555 to £7,755 inclusive of allowances, according to qualifications and experience.

A modern flat/apartment house is available.

Application forms, for those with a sense of Christian commitment, may be obtained from the General Secretary, Committee on Social Responsibility, Church of Scotland, 121 George Street, Edinburgh EH2 4YN.

POWYS

COUNTY COUNCIL

EDUCATION DEPARTMENT

HAY-ON-WYE YOUTH AND COMMUNITY CENTRE

WARDEN

Required January, 1977, or earlier later date, graduate or qualified and experienced youth worker whose duties will include leadership of a youth club and organisation of a programme of youth activities (Ref. 334/C-6).

Proposals sought for the Warden of this Centre to have responsibility for an area representative of adult education.

Housing available if required.

Salary, J.N.C. Scale 3: £5,712 to £6,537 (plus £312 supplement).

Application forms and further particulars available from the Director of Education, County Hall, Llandrindod Wells, Powys, LD1 5LG, to whom forms should be returned by 21st December, 1976.

Robert W. Bevan, Director of Education, Education Department, Powys County Hall, Llandrindod Wells, Powys.

PHAB—physically handicapped and able bodied—seeks [illegible] Officers to work in [illegible] Midlands. Salary £[illegible] pa based on 10 weeks [illegible] 4 weeks' holiday, expenses [illegible] chosen [illegible] car [illegible] ance. For further [illegible] Director, PHAB, [illegible] Street, London W1N 1LB.

Overseas Appointments

DUBAI, U.A.E.

ENGLISH SPEAKING SCHOOL Arabian Gulf

HEADSHIP

Applications are invited from suitably qualified and enthusiastic candidates with overseas experience for the headship of this established international primary school of 400 children aged 4 to 11 years.

Preference will be given to one who could take up the post in March, 1977.

Applicants should be under 45, preferably single or married couple who will be considered if both teach in the school.

Benefits include rent free furnished villa; free medical service, annual passage-paid home leave.

Letters of application with full curriculum vitae, references (photograph should be sent to Chairman of the School Board, c/o Governors, P.O. Box 2000, Dubai for immediate consideration.

NAIROBI

Required in January for GREENACRES SCHOOL, Nairobi:

(2.) Experienced GRADUATED in Local ENGLISH, FRENCH and [illegible] A level.

(1.) For September 1977, GRADUATED in Local ENGLISH, FRENCH and [illegible] GCE O level.

(3) Qualified TEACHERS for Junior School, preferably one with an interest in [illegible]

Greenacres is a [illegible] Girls' School situated [illegible] outside Nairobi, with [illegible] and 18 years [illegible] on roll.

Applications to the Headmistress at the School.

Interviews will be arranged in London.

AFRICA

VACANCIES (all subjects) urgently needed in Catholic mission posts throughout Africa. We are practising Christians [illegible] dedicated service for this [illegible] worthwhile work.

Please send names for our [illegible] to: Victoria Road, London [illegible]

FRANCE

QUALIFIED TEACHER/LIBRARIAN required for January 1977, to manage small central library and [illegible] secondary [illegible] include [illegible] French [illegible] Minimum 2 years' [illegible] Bond complete and [illegible] to Heymans' Wines, [illegible] Chateauplaine [illegible] Cognac, [illegible] Basse, 25 Route de Saintonge, [illegible] Basile, France.

London Borough of Wandsworth

THE ROYAL PHILANTHROPIC, REDHILL, SURREY

The above is a complex of three separate establishments on the same campus including a Community Home School, Regional Assessment Centre and an Intensive Care Unit.

COMMUNITY HOME

Applications are invited for the post of

TEACHER

in the Community Home. This is a new post designed to promote interest in Outward Bound Adventure-type pursuits likely to have some appeal to disturbed and delinquent boys in the age range 15-17 years.

Applicants must have experience and training in such activities and preferably must also be prepared to offer some support within the programme of remedial education.

Salary: Burnham Scale + allowances totalling £1,443 pa + £312 Supplement. Eight weeks annual leave.

Accommodation: Modern three-bedroomed house with full central heating, and garage, at moderate rental.

Application forms and further details from the Principal (foolscap SAE, please).

HOUSEWARDEN

£2,607 - £3,957 (bar at £3,282) +

£312 supplement plus £216 responsibility allowance

Tennal Regional Assessment Centre and Community Home School

The School comprises a Community Home School for 75 boys, aged between 10 and 18, and the West Midlands Regional Assessment Centre for 67 boys, aged between 10 and 18.

The successful applicant will lead a team of staff involved in the treatment of emotionally disturbed, delinquent and deprived boys. The post requires considerable management skills and an ability to work under pressure. Social work or teaching qualification accepted and some relevant experience is essential.

Excellent resources for staff consultation and support available on campus.

Application forms are available from the Principal, Tennal School, Selden Road, Harborne, Birmingham B32 2EW. The Headmaster of the Community Home School will be pleased to discuss the post by telephone (021-426 1313) or in person.

BIRMINGHAM CITY COUNCIL

London Borough of Wandsworth

THE ROYAL PHILANTHROPIC REDHILL, SURREY

The above is a complex of three separate establishments on the same campus including a Community Home School, a Regional Assessment Centre and an Intensive Care Unit.

REGIONAL ASSESSMENT CENTRE

TEACHER/HOUSEMASTER

Excellent opportunity for qualified teacher with some experience who wishes to broaden his knowledge about the care and treatment of difficult children. The successful candidate will work as a member of a team of staff responsible for the observation and assessment of boys who have been committed to Care. The Assessment Centre is responsible for advising Care Authorities about the treatment needs of the boys and for making suggestions concerning appropriate placements. Previous experience in residential work desirable, and special interest in Physical Education an advantage.

Salary: Burnham Scale plus allowances totalling £1,443 pa, plus £312 Supplement. Eight weeks annual leave.

Accommodation: Modern, three-bedroom house with full central heating, and garage, at moderate rental.

Further details and application forms from the Principal (foolscap stamped addressed envelope please). Intending applicants welcome to visit by appointment after receipt of completed application forms.

Somerset

Social Services Department

REMEDIAL TEACHER

Eagle House Community Home for Boys 23 Church Street, Bathford, Bath

Small therapeutic community caring for 25 emotionally handicapped boys (aged 9-15) with severe learning difficulties requires an enthusiastic teacher to take responsibility for a small/able class of boys in need of skilled remedial teaching. The successful applicant will have primary school training and experience and a keen interest in remedial education. Ability to specialize in music/drama or handicrafts desirable.

Vacancy: As soon as successful applicant is available.

Salary: Burnham Scale 2 plus Extraneous Duty Allowance (6 hours) and Special School Allowance £564 (Scale 2 will only be paid to suitably qualified persons otherwise Scale 1 will apply).

Accommodation is available for a single person.

Application Forms may be obtained from Director of Social Services, County Hall, Taunton (Ref. RS/DC) which should be returned by 7th January, 1977.

Informal Visits to the school are welcomed. Arrangement should be made with the headmaster who will be pleased to supply additional information (Tel. Bath 858497).

Royal County of BERKSHIRE

YOUTH AND COMMUNITY WORKERS

£3,888-£4,350

Applications are invited from suitably qualified Teachers and Youth and Community Workers for two posts at Orchard Centre and Rotunda Centre, Slough. The Workers will have responsibility for the day to day running of the centres and development of work within their local communities. Comprehensive in-service training and personal supervision provided, limited lodging allowance and assistance with removal expenses may be given.

Interested? Telephone John Ashdown, County Youth & Community Officer, Reading 55981. Further details and application forms from the Director of Education (YCW), Education Department, Kennet House, 80/82 Kings Road, Reading RG1 3BL.

Closing date: January 7th.

Instructor

specialising in Further Education required at Heavers Farm Adult Training Centre for the Mentally Handicapped.

We are looking for an additional instructor to join our team, who provide meaningful training in further education to groups of mentally handicapped adults. The duties of the post will include sharing responsibility with another instructor for the implementation of the further education programme and active involvement in programme development throughout the Centre.

The successful applicant will have the Diploma in the Training and Further Education of Mentally Handicapped Adults or other teaching qualifications and a level of personal skill relative to the high demands required by this post.

Situated in Selhurst Road, near Selhurst Station, the Centre's facilities for 180 trainees match its purpose-built " tag ".

Salary Scale, £3,126 to £3,606 inclusive of London Weighting and Supplement. Free mid-day meals available on duty. 36 hour week. 20 working days annual leave.

CROYDON

Application forms are available on request from the Director of Social Services, London Borough of Croydon, Taberner House, Park Lane, Croydon CR9 2BA. Informal enquiries are welcome and can be made to Mr. I R. Love, Centre Manager, on telephone No. 01-771 1321.

HOUSEMOTHER

£2,277-£2,691 + £312 supplement and £150 qualification allowance

Tennal Regional Assessment Centre and Community Home School

The School comprises a Community Home School for 75 boys, aged between 10 and 18, and the West Midlands Regional Assessment Centre for 67 boys, aged between 10 and 18.

The successful applicant will have the Diploma in the Training and Further Education of Mentally Handicapped Adults or other teaching qualifications and a level of personal skill relative to the high demands required by this post.

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BIRMINGHAM CITY COUNCIL

Social Services Department

DEPUTY HEAD OF HOME

Grade 3 £2,384-£2,853 plus £312 supplement plus £150 for appropriate qualifications (less emoluments)

Working Boys' Home
9 Wappenbury Close, Coventry

The home which was purpose built in 1956 is situated on a modern housing estate within easy reach of community facilities, and three miles from Coventry city centre.

The home, which is designed to accommodate seven working boys, has individual bedrooms, a sitting room/dining room and games room. There is a small garden at the rear of the building and adequate parking space nearby.

Applicants should have an interest in and practical experience of working with adolescent boys and should possess or be willing to work towards gaining a professional qualification in social work. They should also be prepared to encourage independence in the art of daily living and to assist with the securing and retention of employment and planning useful activities during a period of unemployment.

The successful applicant will be required to work a 40-hour week on a rota basis. Comfortable sleeping-in accommodation is provided. Professional support and supervision will be given by the Head of the Home.

Application forms and further particulars from the Director of Social Services, Little Park Street, Coventry CV1 5RS. Returnable by 3rd January, 1977.

coventry

Turkey, Ankara College

There are vacancies for September, 1977, for qualified teachers in English Language and Literature, Mathematics, Biology, Chemistry, Physics and General Science at the middle and high school levels.

Ankara College is a co-educational English medium school with a student roll of 6,300.

Salaries, which at present are under review, are paid in local currency. A proportion of salary can be transferred into Sterling. Two-year contracts for teacher and wife with return passages paid. Full medical cover and insurance under reciprocal agreement.

Interviews will be held in Britain in February, 1977.

Write for application form to:

Head of Foreign Staff
Ankara College
48 Ziya Gokalp Caddesi
Ankara, TURKEY

Leisure Services—Youth and Community Service

County Peripatetic Youth and Community Worker

£4,128-£4,662 plus £312 supplement

This is a senior youth and community worker position and arises as a result of the promotion of the present job holder within the Department. The duties include supportive and developmental work in youth and community centres which have staffing and other problems and the post is located at Leisure Services Headquarters. This is an opportunity for someone with a proven ability in club work to gain wider experience in the Youth and Community Service. Applicants (male or female) must be suitably qualified.

Generous assistance will be given with the expenses incurred in moving house in accordance with the Authority's scheme. An essential car user allowance is attached to this post.

Further details and application forms can be obtained from the Director of Leisure Services, Trent Bridge House, Fox Road, West Bridg'ford, Nottingham. Closing date, 31st December, 1976.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

Social Services Department

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The successful applicant will be required to work a 40-hour week on a rota basis. Comfortable sleeping-in accommodation is provided. Professional support and supervision will be given by the Head of the Home.

Application forms and further particulars from the Director of Social Services, Little Park Street, Coventry CV1 5RS. Returnable by 3rd January, 1977.

coventry

Devon Social Services

Parklands Observation & Assessment Centre, Plymouth

Teacher

Imaginative and flexible qualified teacher required to work with a small group of disturbed children, many of whom have been temporarily excluded from school. We are looking for persons with an experimental approach who would like to have experience with difficult children.

Salary Grade, Burnham 1 £2,565 to £4,056 Bar, with good Honours Degree £4,388. Plus Community Schools Allowance, £564 per annum.

For further details ring Mr. Sheahan, Principal of Perklands, Plymouth 29444. Application forms may be obtained from the Area Director of Social Services, Civic Centre, Plymouth.

Closing date: 5th January 1977.

Northbrook School, Exeter

Applications are invited from suitably qualified and experienced teachers and residential care staff for the post of

Second Deputy, Head of Care or Head of Education

at this Community Home School, catering for up to 60 boys between the ages and 14 and 18 years of age.

The school is pleasantly situated in its own grounds of some 20 acres on the outskirts of the city of Exeter. There is the possibility of housing being made available at a rental of £204 p.a.

The successful applicant would be expected to fully enter into the life of this residential school. This would entail being responsible for the organisation and carrying out of school policy as relating to either care or education. The person selected will be fully responsible for the running of the School in the absence of the Principal and Deputy Principal. The position becomes available from 1st February, 1977.

Salary, J.N.C. (£4,755-£5,787) plus £312 pay award. Removal expenses payable up to maximum of £650.

Quin Whinton, the Principal, will be pleased to answer informal enquiries and to arrange for informal visiting to take place prior to formal interviews. Please 'phone Exeter 72714.

Application forms are obtainable from the Director of Social Services, County Hall, Exeter, telephone Exeter 77277 Ext. 519 to whom they should be returned by 7th January 1977.

ENGLISH TEACHERS
FOR
MOROCCAN UNIVERSITY SYSTEM

Due to the expansion of the English language programme at University level in Rabat and Fes, a number of posts will be open for the 1977-1978 academic year (September-June).

POSITION WILL INVOLVE: Courses in English language (spoken and written), literature, civilisation, and possibly some linguistics.

REQUIREMENTS: Preferably
(1) Candidates currently under full employment in higher education although newly graduated persons with teaching experience may be considered.
(2) Candidates with special skills in teaching English to non-native speakers, and capable of handling courses mentioned above.

CONDITIONS OF SERVICE:
(1) Lecturer salary will vary from 4,000 Moroccan Dirhams a month for Ph.D. holders to 2,800 Dirhams without Ph.D. (£1 00 equals about 6 Dirhams)
(2) Teaching load will vary between 10 and 12 hours a week
(3) Air fare from UK for appointee and family as well as assistance with removal of personal effects are applicable
(4) Contract for one year (including vacations) renewable.

APPLICATIONS including full personal details, qualifications, previous appointments, present position, the names and addresses of three referees and a recent photograph should be forwarded to:

The Dean,
Faculty of Letters,
University Mohammed V, Rabat, MOROCCO

CLOSING DATE: January 20, 1977.

INTERVIEWS for selected candidates will be held in London in the early spring.

Primary Schoolmistresses Overseas

Shell International Petroleum Company Limited invites applications for the few vacancies expected in September 1977 in the schools of the Royal Dutch/Shell Group operating in areas such as Curacao, Nigeria, Gabon, Oman, State of Brunei and Borneo. Applicants must be prepared to serve in any of these areas and must be female, British, single and under 34 years. They should also have a recognised qualification for primary teaching and a minimum of three years' infant/primary teaching experience—some of which must have been in United Kingdom schools. Ability to play the piano and to teach French would be an advantage. Classes are small and generally limited to the infant and lower junior ranges. Engagement will be on a one-year contract initially, renewable by mutual consent for up to four years. Attractive salary and conditions of service include a generous outfit allowance, paid return passages, and approximately 40 days home leave each summer. Accommodation and basic furnishings are provided by the Company. Please write giving brief details of age, qualifications and experience to:-
Shell International Petroleum Company Limited (T13), Recruitment Division, (PNEL/31), Shell Centre, London SE1 7NA.

Shell

OVERSEAS
A continuation

ESSEN, W. GERMANY
TEACHER for ENGLISH as a FOREIGN LANGUAGE wanted at Volkshochschule Essen-Werden, Schweitzer Str. 2, 4 days/week. To start January 1977—evening hours. Knowledge of German preferable. Apply in the Director at the school.

SPAIN. English teacher wanted for Soria. Also B.F.R. or similar to teach General English. Tel. Lilis from 01-954 4768.

Administration

Local Education Authority

DERBYSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
CAREERS SERVICE

Applications are invited for the following posts of CAREERS OFFICER:—

One in AMBER VALLEY and FHE WARD AREA based at LONG EATON.

One in HIGH PEAK and EAST DERBYSHIRE AREA based at BUXTON.

Applicants should possess a University Degree or other equivalent qualification and should have undertaken a course of training for the Careers Service. Salary within the Scale AP3 £2,709 to £3,282 plus £312 salary supplement.

Further particulars and form of application may be obtained from the Director of Education, Town Hall Offices, Matlock, Derbyshire DE4 3AG (stamped addressed envelope overleaf), to whom completed forms should be returned by January 7, 1977.

EALING
London Borough of
LIBRARY SERVICE
ADULT EDUCATION WITH COMMUNITY CENTRES SERVICE
AHCA HEAD

Salary Scale £5,664 to £6,441 plus Inner London allowance and £312 supplement. (Approx. £1 to £1 at Department, Grade 3.)

From 1st April, 1977, sooner if possible. The Council offer £100 per cent removal expenses, relief and estate agent fees paid in full and interim allowances.

Application forms and further details of the post are obtainable from the Chief Librarian, Ealing Library, Ealing House, Bond Street, Ealing W5 5AF (telephone 567 0811 extension 2414), closing date 3rd January, 1977. Please quote reference 19 AL.

EALING
London Borough of
CAREERS OFFICER

Salary £5,367 to £5,967 per annum plus £312 supplement.
Applications invited from qualified persons with experience and training in the work of the Careers Service for a post initially at the Acton Careers Office. Applicants should have training and varied experience to professional staff.

Car/cycle user allowance.

The council offer 100 per cent removal expenses, legal and estate agent fees up to £400, and lodging allowances.

Application forms and further details available from the Head of Personnel Services, Ealing Library, Ealing House, Bond Street, Ealing W5 5AF, to be returned within 14 days of the appearance of this advertisement.

NEWHAM
London Borough of
EDUCATION DEPARTMENT
CAREERS OFFICER

Salary Scale £2,814 to £3,987 per annum, plus £312 Annual Supplement of £312 per annum.

Applications are invited from experienced Careers Officers for appointment to a post of Careers Officer. The service operates in all schools in the Borough and duties will include the introduction of work with pupils in comprehensive schools.

Application forms may be obtained from the Director of Education, Education Offices, Broadway, London E15 4BU.

S. Wilde, Director of Education.

NORTHUMBERLAND
COUNTY COUNCIL
EDUCATION

SOCIAL WORK IN THE EDUCATION WELFARE SERVICE

TRAINEE EDUCATION WELFARE OFFICER
(Two Posts)

Trainee Grade £1,413 to £2,039 plus £312 per annum Salary Supplement

To be appointed subject to acceptance on a course, preferably locally, leading to the Certificate of Qualification in Social Work. On satisfactory completion of training it is anticipated that trainees will be appointed to the County Education Welfare Service with salary within the range £2,853 to £3,366 plus salary supplement of £312.

Application forms, returnable as soon as possible, and further particulars from the Director of Education, Eldon House, Regent Centre, Gosforth, Newcastle upon Tyne NE3 3HF.

SOLIHULL
(Metropolitan Borough of)
EDUCATION WELFARE OFFICER

Duties include welfare, supervision of school attendance, and employment of children. Previous experience in education welfare or similar work an advantage.

Salary scale £2,829-£3,366 (qualification bar at £3,009), plus £312 per annum supplement.

Essential user car allowance and loan facilities. (Current driving licence essential). 100 per cent household removal expenses. Council housing may be available.

Application forms etc., please quote ref 155 1047) from Town Clerk, P.O. Box 18, Council House, Solihull, West Midlands. (Tel. 021-705 6789, Ext 241). Closing date 4th January, 1977.

General

HM INSPECTORS OF SCHOOLS
PRIMARY AND MIDDLE SCHOOLS

Applications are invited from men and women, preferably aged between 30 and 45 for appointment in England as HM Inspectors with a major responsibility for the education of pupils aged 5-13. HMI inspect, report on and advise on educational policy and provision in the DES. Their work includes evaluating new developments, consulting with local education authorities and organising courses.

Candidates should have considerable qualifications and teaching experience, an understanding of policy issues in education and a knowledge of relevant curricular, educational thought and practice. They should indicate their particular interests or experience, e.g. specific part of the age range, aspect of child development, special subject.

Starting salary within the range £6,681 to £8,115 (higher in London). Superannuation under the Government's new policy payable up to £8,940. Higher posts are normally filled by promotion.

Application forms can be returned by 7th January; may be obtained by writing to HM Inspectorate, Department of Education and Science, Elizabeth House, York Road, London SE1 7PH, or by telephoning 01-928 9222 ext. 2437. Please quote reference S 776.

PRESTON
THE POLYTECHNIC
ACCOMMODATION OFFICER
(Full-time)

Applications are invited for the post of Polytechnic Accommodation Officer at the Preston Campus. Experience of this kind of work in the Further or Higher Education, or in Housing Management, or in student hall work is essential.

Salary Scale AP3, £2,709 to £3,282 per annum plus annual supplement of £312.

Application forms and further particulars may be obtained from the Deputy Chief Administrative Officer, Preston Polytechnic, Corporation Street, Preston PR1 2TQ.

Closing date for applications 20th December, 1976.

The British Council
invites applications for the following posts:

Assistant Professor of English (Liberia)
University of Liberia, Monrovia
To lecture in English Language and Linguistics and set up courses in Remedial English and ESP.
A first degree in English or Modern Languages and a Masters degree plus a postgraduate TEFL qualification, or an MA in Applied Linguistics. At least three years teaching experience abroad. Preferred age-range 25 to 35.
Salary: £5,210 to £7,054 pa.
Benefits: free accommodation; overseas and children's allowances and other benefits. Two-year contract renewable.

ELT Adviser (Mali)
Ministry of Education, Institut Pedagogique National, Bamako
Teacher-training, in-service training, materials production, coordination of ELT.
Degree, postgraduate TEFL qualification, extensive overseas TEFL experience, including teacher-training and textbook/materials production experience; good knowledge of French essential.
Salary: £5,001 to £6,845 pa.
Benefits: overseas and children's allowances; furnished accommodation; annual passage-paid leave. Two-year contract.

English Language Adviser (Seychelles)
Ministry of Education and Social Development, Victoria
To evaluate and revise a primary and junior secondary English teaching course, advise the government on language policy and assist in training teachers of English.
Degree in English or Modern Languages; postgraduate TEFL qualification; at least five years' overseas teaching experience and experience in curriculum development.
Salary: in accordance with qualifications and experience.
Benefits: tax-free overseas allowance; children's education allowances; free accommodation. Two-year contract with the Ministry of Overseas Development.
76 HE 23

Lecturer in English/ELT Adviser (Chad)
University of Chad, N'Djamena
To train teachers, provide some INSET advise on ELT at the Institut National des Sciences de l'Education
Degree in English or Modern Languages postgraduate TEFL qualification, several years' relevant overseas experience, good knowledge of French.
Salary: £5,267 to £6,491 pa.
Benefits: overseas and children's allowances; free accommodation. Two-year contract.
76 HU 197

Return fares are paid. Local contracts are guaranteed by the British Council.
Please write, briefly stating qualifications and length of appropriate experience; quoting relevant reference number and title of post for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

EQUAL OPPORTUNITIES COMMISSION

SENIOR EXECUTIVE OFFICER (Education Officer)
Salary Scale £4,590 to £5,367 plus £312 per annum supplement

HIGHER EXECUTIVE OFFICER (Education Administration)
Salary Scale £3,900 to £4,590 plus £312 per annum supplement

Applications are invited from experienced officers (age 25 upwards) for the posts of Senior Executive Officer and Higher Executive Officer, serving in headquarters, in the regional offices, to work in the Commission's Education and Training section of the Information or the Conciliation officers.

This is a major area of the Commission's work and the posts offer a challenging opportunity to use your knowledge of equal opportunity law, your experience of working and an interest in the problems of policy work in this field. Experience gained in the Commission will be relevant to posts in local authorities, the social services, employment, the Department of Education and Science, the British Education Service, universities, and voluntary organisations.

Classified duties will be mainly in the direct and responsible supervision of other officers in the Section, the development of policy in the light of experience and the knowledge of legislation, between the Commission and national bodies, negotiating and preparing evidence involved in the subsequent conciliation, the seeking of local authorities' responsibility for education.

The Senior Executive Officer will work at present under the Head of Section and the Education Officer. He must have some experience of staff management, and of liaison with other policy branches.

The Higher Executive Officer will work in the first instance as an able assistant to the Education Officer. He must have some experience of staff management, and of liaison with other policy branches.

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Salary Scale AP3, £2,709 to £3,282 per annum plus annual supplement of £312.

Applications forms and further particulars may be obtained from the Director of Education, Town Hall, Stockport, to be returned to the Director of Education by 7th January, 1977.

SPECIALIST CAREERS OFFICER

Salary £3,825-£4,095 or £4,239-£4,545 or £4,688-£4,992 plus £312 per annum supplement.

This is a specialist post within a team of 4 officers responsible for providing careers guidance to students aged 16-19 plus in schools and colleges and to other adults. Applicants should be graduates with previous experience of careers work.

Application forms and further particulars available from the Director of Education, Council Offices, Earl Street, Coventry CV1 5RS, Tel. Coventry 25555 Ext. 2292.

coventry

LEEDS CITY COUNCIL
Department of Education Careers Service

Careers Officer TES/83

AP4, £3,366-£3,702 + £312 per annum supplement

The successful candidate will be based in the West area of the City, working in a team providing vocational guidance facilities in the inner City and in the area extending to Pudsey. Applicants must have either the Diploma in Careers Guidance, have completed a one year course of professional training for the Careers Service, or have previous professional Careers Service experience. Removal expenses are available in approved cases.
Application forms, which should be returned within two weeks of the appearance of this advertisement, and further details are obtainable from: The Director of Education, Great George Street, Leeds LS1 3AB. Please enclose stamped addressed envelope.

LEEDS

Time to take over—as Principal Careers Officer

[illegible] working in Careers guidance.
[illegible] to people [illegible] in your area.
[illegible] starting to practise.
Well then, maybe we should join forces.
We're already established a reputation for [illegible] services—there at the Directorate of Education, in the London Borough of Bexley. And we're [illegible] working together on an enthusiastic team of young [illegible] people who share our objectives.
We need you to lend them [illegible].
Ideally you will hold a degree and a recognised Diploma in Vocational Guidance. And you'll have [illegible].
We can offer you our complete support in your work.
A salary in the range of £5286 - £5589 p.a. inclusive. Plus attractive fringe benefits which include a casual user car allowance.
We'll say no more for now except, that the right man or woman should apply for an application form to: Director of Education, Town Hall, Crayford DA1 4EN (Rnd. 011).
But if you'd like more detailed information please telephone Crayford 526290.

Bexley London Borough

ASSOCIATION OF
COUNTY COUNCILS
Appointment of

Under-Secretary
(Education)

£10,461 x £303 (3)--£11,370

Applications are invited for this important and unusually interesting post. The officer appointed will carry considerable responsibility for advice and negotiations in matters concerned with Educational Policy at national and local level and will work within a small team led by the Association's Education Officer. Experience in teaching and at a senior level in local education authority administration is essential.

Local Government Conditions of Service and Superannuation Acts apply and the Association will assist with removal and other expenses.

Further particulars of the appointment and a form of application are available on request; applications required by 6th January, 1977.

A. C. Hetherington,
Secretary.

Eaton House, 66a Eaton Square,
London, SW1W 9BH

METROPOLITAN BOROUGH
OF STOCKPORT

CAREERS OFFICER

£2,529-£3,282 plus £312 p.a. supplement

The Careers Service forms part of the Professional Services Department. The main duties are to give vocational guidance to pupils in schools and help them reach informed realistic decisions about their careers, and secure employment and/or training in line with those decisions.

Applicants should preferably have completed a recognised full-time training course. Applications from experienced Careers Officers interested in working on a part-time basis will be welcomed.

The officer will be expected to have a valid driving licence and to own or purchase a car (assistance available).

Removal, furnishing and car allowances available.

Application forms and further details from the Director of Education, Town Hall, Stockport, to be returned to the Director of Education by 7th January, 1977.

ADMINISTRATION
General
continued

THE ROYAL ZOOLOGICAL SOCIETY OF SCOTLAND
EDUCATION OFFICER

Applications are invited for the post of Education Officer at the Royal Zoological Society of Scotland. The successful candidate will be responsible for the administration and development of the new education unit within the Zoological Park, Edinburgh.

Full particulars of this vacancy may be obtained from the Director, The Royal Zoological Society of Scotland, 20 Corstorphine Road, Edinburgh EH12 6HS.

SUSSEX
NATIONAL ASSOCIATION OF HEAD TEACHERS
PROFESSIONAL ADVISER
Salary £6,681 - £8,115 plus £312 supplement

Applications are invited for the above post for full particulars and application form write to Brenda Lowe, Secretary, N.A.H.T., 41-45 Hollers Walk, Haywards Heath, Sussex, RH16 1SG.

WALES
DEPARTMENT OF EDUCATION AND SCIENCE
WELSH EDUCATION OFFICER
H.M. INSPECTORATE OF SCHOOLS

Applications are invited from men and women under the age of 40 for the post of H.M. Inspector in Wales.

The age limit may be waived for a candidate who is already employed in the Inspectorate.

For the other post candidates should be graduates with experience in teaching and administration, preferably in Wales. Some experience of the Welsh language is desirable but not essential. Candidates should have a knowledge of the Welsh education system and be familiar with the curriculum and organisation of schools in Wales.

Salary within the range £6,681 to £8,115 (higher posts normally filled by promotion).

Application forms and further particulars are obtainable from the Director of Education and Science, Welsh Office, Cathays Park, Cardiff CF1 3NQ. Closing date 14th December, 1976.

WALTHAM FOREST
London Borough of
EDUCATION COMMITTEE

The Borough is within easy access of Central London, and bordered by Epping Forest. London weighting is salary payable.

Required for January, 1977, or as soon as possible thereafter,

LECTURER (PSYCHOLOGICAL SERVICE)

Leyton Green Road, London E10 6DH

TEACHERS (Scale 1) Two Th.As. (Infants) are required to work with the educational psychologist in the Leyton district which adjoins the Inner London area. Applicants should be experienced in, or keen to work with, children with emotional and behavioural problems. Successful applicants will be given in-service training.

Application forms obtainable on receipt of a stamped addressed envelope from the Chief Education Officer, London Borough of Waltham Forest, Education Offices, Forest Road, Leyton, London, E10 6QX.

Closing date 31st December, 1976.

Application forms obtainable on receipt of a stamped addressed envelope from the Chief Education Officer, London Borough of Waltham Forest, Education Offices, Forest Road, Leyton, London, E10 6QX.

Please quote S 776/W.

PHAB requires [illegible] Sec. a recreational under Youth and Community Service.

Child Care

BERKSHIRE
WORKING MATRON (DISTRICT NURSE) HOME
Sipay Lane, Wokingham, Berks.

HOUSEMOTHER required for the above Home for 20 mentally handicapped girls aged between 10 and 16 years. Sympathetic understanding of girls difficulty is essential. The post is either residential or non-residential.

Application forms and further details from the Warden, quoting WBA 1526.

Educational Psychologists

CHESHIRE
EDUCATIONAL PSYCHOLOGIST (SALTON/FARNINGTON DISTRICT)

Required to take responsibility for the whole range of the Service's psychological services as a member of an area team led by a Senior Educational Psychologist.

Applicants should possess an honours degree in Psychology, teaching experience and post-graduate training in Educational Psychology or equivalent qualifications.

Salary within the range £5,910 to £8,760 (plus £312 per annum) according to qualifications and experience.

Application forms and further particulars are obtainable from the Director of Education, Chester (Tel. 24121). Closing date [illegible]

WALTHAM FOREST
London Borough of
EDUCATION COMMITTEE

The Borough is within easy access of Central London, and bordered by Epping Forest. London weighting is salary payable.

Required for January, 1977, or as soon as possible thereafter,

LECTURER (PSYCHOLOGICAL SERVICE)

Leyton Green Road, London E10 6DH

TEACHERS (Scale 1) Two Th.As. (Infants) are required to work with the educational psychologist in the Leyton district which adjoins the Inner London area. Applicants should be experienced in, or keen to work with, children with emotional and behavioural problems. Successful applicants will be given in-service training.

Application forms obtainable on receipt of a stamped addressed envelope from the Chief Education Officer, London Borough of Waltham Forest, Education Offices, Forest Road, Leyton, London, E10 6QX.

Closing date 31st December, 1976.

ADMINISTRATION
General
continued

WEST SUSSEX
COUNTY COUNCIL
EDUCATION DEPARTMENT
Littlehampton Worthing Area

Lecturer in Mathematics. Salary scale to £6,660 plus £312 supplement.

Duties involve pastoral, lecturing and teaching of teachers attending part-time educational courses. Applicants will be required to provide qualification and teaching experience in Mathematics, preferably in relation to Mathematics in Education and Psychology.

Details and form from Director of Education, Education Department, County Hall, Chichester, West Sussex, on receipt of stamped addressed envelope measuring 9½ins. by 4ins. Closing date 24th January, 1977.

Examiners

ASSOCIATED LANCASHIRE SCHOOLS EXAMINING BOARD

Certificate of Secondary Education and Joint G.C.E. Ordinary Examinations.

Applications are invited for the following appointments:—

ASSISTANT EXAMINER for the subject [illegible]

CHIEF EXAMINER for [illegible]

COMBINED BRITISH for 1977.

JOINT MODERATOR for C.S.E. HOUSE ECONOMICS for 1977.

Application forms and further details will be sent on receipt of a stamped addressed envelope from the Secretary, Associated Examining Board, Stanley Buildings, 74 Deansgate, Manchester M3 4EA.

Ancillary Services

AVON COUNTY
[illegible]
Applications are invited from [illegible] for the post of Assistant Warden of the Residential Centre at Burnham-on-Sea, Somerset. The Centre, which is owned by the Inner London Education Authority, provides residential courses for children from all parts of the country. Applicants should have appropriate qualifications and experience in [illegible] and be willing to work in the following areas in Inner London [illegible]

HOME ECONOMICS, FOOD EDUCATION (THREE TEACHERS) ART AND CRAFTS (ONE TEACHER) DRAMA (MEDIUM)

Some specialisation is required in one of these fields in order to provide a balanced programme, but general interest in the educational possibilities available in women and girls will be advantageous.

Starting salary within the range £5,022 to £6,423 (Maximum) under the Government's new pay policy payable up to £6,960. Higher posts are normally filled by promotion.

Application forms to be returned by January 7, 1977, may be obtained by writing to Miss H. C. Taylor, Department of Education and Science, Elizabeth House, 39 York Road, London SE1 7PH, or by telephoning 01-928 9222 extension 2437.

Please quote S 777/W.

GUY'S HOSPITAL
MEDICAL SCHOOL
DENTAL SCHOOL
DEPARTMENT OF HUMAN NUTRITION

Applications are invited for the post of Technician in the Department of Human Nutrition. The post is concerned with the preparation of experimental diets and the maintenance of animals. Applicants should have a good general education and preferably a science subject at 'A' level. Experience in laboratory work would be an advantage.

Salary on scale £2,814 to £3,987 per annum plus £312 supplement.

Application forms and further particulars from the Secretary, Guy's Hospital Medical School, London Bridge, SE1 9RT, quoting Ref. D.S.1.

PERSON, resident, able to take charge of hostel (40 children), aged 12-18. Also assistant for above hostel. Apply in writing to Mr. Gwyn Williams, The Warden, The New School, Kings Langley, Hertfordshire. Tel. 3 Kings Langley 63237.

Miscellaneous

HAMMERSMITH
(London Borough of)
PLAYLEADER-IN-CHARGE ADVENTURE PLAYGROUND
Ref: DLE/ASE/91

PLAYLEADER-IN-CHARGE LADY MARGARET HALL SETTLEMENT
Ref: DLE/ASE/94

PLAYLEADER ADVENTURE PLAYGROUND
Ref: DLE/ASE/95

Salary £2,814 to £3,192 inclusive plus £312 Supplement.

Applications are invited for the above posts. The Settlement is a registered Charity and the Adventure Playgrounds are run by the Settlement in conjunction with the Borough Council. The Settlement is concerned with the whole community. There is no normal admission criteria. The Playleaders-in-Charge would assist the Playleader-in-Charge and deputise in his absence.

We also need a Playleader-in-Charge to develop an indoor and outdoor session with a bias towards arts and crafts experience. If you are qualified and/or experienced in this type of work we would like to hear from you.

Application forms from Personnel Officer, Town Hall, Hammersmith, Hammersmith House (3rd floor), 191 King Street, W6 9JU, quoting appropriate Ref. Closing date, 31st Dec. number 31-1976.

LONDON, S.W.3
GALLERY ASSISTANT

The Independent Broadcasting Authority's Broadcasting House Gallery is a permanent exhibition of the history, development and uses of both television and radio and is visited by people from all walks of life and countries.

A vacancy exists in the Gallery for a Gallery Assistant to assist in the day to day running of the Gallery. The successful candidate will have to demonstrate a flair for public relations, to conduct groups around the Gallery and to operate the equipment. An interest in the history and present and future developments of broadcasting is a must. Fluency in a modern foreign language would be an advantage.

Starting salary £3,282 (under review) rising by annual increments to £3,582 (under review) plus £312 per annum supplement. Five weeks' holidays, pension scheme.

Write or telephone for an application form quoting Ref. No. 1128 giving full Personnel Officer, Independent Broadcasting Authority, 70 Brompton Road, London, SW3 1EY. Telephone 01-584 7011, Ext. 183. Completed application form must be returned by 7th January, 1977.

London Borough of Redbridge

Senior Education Officer
(Further Education)

P.O. 2/3 £7,167-£7,842 (including London Weighting)
Commencing salary according to qualifications and experience.

Applications are invited for this key post from candidates with a good degree, varied teaching experience and substantial administrative experience with a Local Education Authority. The successful candidate will be responsible to the Chief Education Officer for the Authority's Further Education, Youth and Community and Careers Services.

Fringe benefits include assistance with removal and resettlement expenses in approved cases and an essential user car allowance. Local Authority housing may be available if required.

Application forms and further details from John Fordham, Chief Education Officer, Education Office, 255-259 High Road, Ilford, Essex IG1 1NN, returnable by 7th January, 1977.

LONDON BOROUGH OF BARKING

EDUCATION DEPARTMENT

Adviser for Primary Schools

Salary in accordance with the Soulbury Scales for General Education and Advisers. Headship Group 6 £7,203-£7,827 inclusive.

Applications are invited from suitably qualified and experienced men and women for the post of full-time Adviser for Primary Schools. This post, which becomes vacant on the appointment of the present holder to Senior Post in another area, offers a stimulating challenge and opportunity to a person who wishes to gain experience in the Advisory Service of a Local Education Authority. A candidate with appropriate qualifications and experience may be offered appointment with salary above the minimum.

Further particulars and forms of application (s.a.e., please) may be obtained from the Chief Education Officer (reference AWB), Education Department, Town Hall, Barking, Essex, to whom completed forms should be submitted by 7th January, 1977.

THE ASSOCIATED EXAMINING BOARD
for the General Certificate of Education

ADMINISTRATIVE ASSISTANT
(Readvertisement)

(Previous applicants need not reapply as they will be automatically reconsidered)

Applications are invited for two newly created posts for ADMINISTRATIVE ASSISTANTS at the Board's offices at Aldershot, Hampshire. The posts are each concerned with the educational aspects and the administration of the Board's examinations in a group of subjects. The persons appointed will be required to assist the Administrative Officers responsible for one of each of the following groups: (i) physical sciences and biological sciences and (ii) mathematics and technical subjects.

Applicants should specify for which of these two posts they are making application.

The posts are each concerned with the educational aspects and the administration of the Board's examinations in a group of subjects. The persons appointed will be required to assist the Administrative Officers responsible for one of each of the following groups: (i) physical sciences and biological sciences and (ii) mathematics and technical subjects.

Applicants should specify for which of these two posts they are making application.

Applicants for each post should be a graduate or possess a professional qualification in one or more of the subjects in the appropriate field and should have had appropriate administrative experience in the educational sector. Some teaching experience would be desirable. Though the posts are mainly concerned with administration and organisation, they include also some important educational aspects. The experience of applicants should therefore demonstrate a close involvement and interest in the relevant subjects.

The appointments will be on the Board's scale for Administrative Assistants, with a) £2,630 (plus a Supplement of £132 per annum) x seven annual increments to £3,982 (but (plus a Supplement of £179 per annum) x four annual increments to £4,262 (plus a Supplement of £208 per annum). This scale is aligned at specified points with points 1, 3 and 5 of the Association of University Teachers' scale. The starting point on the scale will depend on the age, qualifications and experience of the successful applicants, and promotion above the bar will normally be open only to those with extensive proven experience and excellence.

Further details of the post, together with an application form, can be obtained from the Personnel and Services Manager, The Associated Examining Board, Wellington House, Station Road, Aldershot, Hampshire, GU11 1BQ, to whom completed forms of application must be returned not later than 14th January, 1977. It is hoped to interview applicants shortly after this date, and when completing the application form all applicants should clearly state the earliest date on which they could take up the appointment.

Cambridgeshire

Peterborough Area

Warden

Resource Centre for Multi-Racial Education

Burnham Scale IV

Qualified and suitably experienced teacher for this new and challenging post, under the direction of the Adviser for Multi-Racial Education. The Warden would be the leader of a team concerned with all aspects of Multi-Racial Education in the area and would be responsible for the day to day running of the Centre.

It is anticipated that the Centre will open in September 1977, the appointment to be effective from April 1977.

There is a possibility of assistance being given with housing in appropriate cases.

Further details and application forms are available from the Senior Area Education Officer, Touthill Close, City Road, Peterborough, PE1 1UJ (stamped addressed envelope) and should be returned by 21st January, 1977.

Can You Develop and Run Language Training Programmes?

Our Client is a long established and expanding Company which provides facilities for both young people aged 12-20 and adults visiting the UK on short educational holidays: improvement of their English is an important part of a total service which includes travel, accommodation, sports facilities and educational visits.

A Language Studies Co-ordinator

is needed to take full responsibility for all aspects of the English language training, including course content, administration and control, and recruitment of course teachers for the vacation periods. In addition, the Language Studies Co-ordinator will be responsible for ensuring the profitability of the language training services and for extending the service to other areas of the UK as warranted by demand.

The job calls for organizing ability and good business judgment, as well as professional teaching skill. Fluency in two modern European languages, in addition to native-speaking English and experience in teaching English as a foreign language, are essential. The ideal candidate is likely to be aged 28 to 35, a graduate in modern languages and to have at least five years relevant experience, preferably including some in profit-oriented business environment. Overseas experience is highly desirable.

Location is in a principal coastal resort in East Anglia.

Salary is negotiable around £4,500 p.a. and there is a pension scheme.

Please telephone for an application form or, write in confidence, saying how you meet the main requirements, to the adviser for this appointment: A. E. Sell,

INTEX Executives (UK) Limited,
Tavistock House, 39/66 Tavistock Lane,
London WC2A 1QU.
Telephone number: 01-831 6625.

MISCELLANEOUS Appointments continued

ART TEACHER ?

PICTORIAL EDUCATION

Assistant Editor £3,566 per annum

Required to complete the small editorial team producing this quality monthly periodical of high visual content for school teachers.

The successful applicant will have teaching experience, preferably in Art, and will need to demonstrate an ability to meet teachers' current requirements for visual aid material. Previous publishing experience including a knowledge of production and printing processes, commissioning artwork, articles, design/typography and writing is desirable though not essential. Holiday 4 weeks for first year, then 4 weeks per annum. Pension scheme.

Apply in writing to: Mr. D.S. Dyorson, Periodicals Director, Evans Brothers Limited, Montague House, Russell Square, London, WC1B 5BX.

LEEDS

MENTAL HANDICAP

Required full-time or part-time, TEACHER to work on a survey project as part of a team examining language and movement for the mentally handicapped.

For further information contact Hilary M. Ann Grove, Headingley, Leeds 6.

LONDON

CITY OF LONDON POLYTECHNIC

CERAMICS TECHNICIAN (Grade 4)

Applications are invited from qualified persons with at least five years experience (including training) to undertake duties that include advising, training and servicing of facilities and equipment, maintaining stock, ordering and control of materials, preparation of clays and glazes, packing and firing of kilns. Will have responsibility for processing students' work.

Salary scale £2,660 to £3,340 plus £165 London Weighting.

Further details and application form can be obtained from the Personnel Section, City of London Polytechnic, Ring and Ellen Art Department, Central House, Whitechapel High Street, London E1 7PF, or telephone 283 1030, ext. 2258.

SURREY

NEEDLEWORK SUPERVISOR / TEACHER required by small training centre for handicapped in Bound knowledge of embroidery essential. City and Guilds an advantage.

Semi-detached single bungalow available.

Apply Principal, Grange Centre, Rectory Lane, Hookham, Surrey.

SURREY

AUDIO VISUAL TECHNICIAN

Up to £3,696 Epsom

For the library and resources area at Epsom School of Art and Design. To make black and white and colour (sound) video and sound recordings and to be responsible for various audio equipment, etc.

Applicants should ideally have a knowledge of the production of slides-tape programming.

Further details and application form from Chief Administrative Officer, Epsom School of Art and Design, Ashley Road, Epsom, Surrey. Telephone Epsom 28811.

Closing date January 4.

ENERGETIC, imaginative teacher needed to run playgroup in beautiful dilapidated, isolated farm, and commune as resident family factotum and friend. Tel. Limington (0606821) 636 (Warwicks).

Outdoor Education

ESSEX

THURROCK AREA

TEACHER-WARDEN FOR OUTDOOR PURSUITS CENTRE

with particular emphasis on WATER ACTIVITIES. Scale 3 to take up appointment after Easter 1977.

Application forms and further details from: Area Education Officer, Civic Offices, Orsett Road, Grays, Essex RM17 5SL.

SANDWELL

(Metropolitan Borough of)

RECREATION AND AMENITIES DIVISION

APPOINTMENT OF SENIOR LIFEGUARD

Salary Grade AP 1 £3,127-£3,459 plus £21 plus £15(1)

Applications are invited, from persons with experience of organising and controlling children of all ages, who have a sound qualification in lifesaving and preferably experience in working with handicapped children.

It is a challenging post with special responsibility for operating a play scheme for handicapped children within the Sandwell area during school holidays.

He or she will also be expected to work at other playcentres throughout the Borough when required and make a significant contribution to the Division's annual play leadership programme. Applicants should preferably have a current driving licence as a casual car mileage allowance is payable for all authorised business use.

Local government conditions of service including holidays, sick pay and superannuation apply.

Application forms are available from the Personnel Office, Town Hall, West Bromwich, Telephone 021 553 2243 and should be returned to the Director of Technical Services, P.O. Box 42, Wigmore, Pennyhill Lane, West Bromwich, West Midlands, within 14 days of appearance of this advertisement.

Clifton College, Bristol

TWO MUSIC SCHOLARSHIPS

of £775 and £350 will be competed for on Thursday, March 3, 1977. In addition, an Exhibition of £150 will be awarded and all awards provide free tuition in music to the value of £170.

Candidates must be under 14 years of age on June 1, 1977.

The school with a music staff of 22 (including full-time and visiting specialists) has an outstanding tradition. There are unlimited orchestral, choral and other various musical activities available.

Full details from:

The Headmaster, Clifton College
32 College Road, Bristol BS8 3JH

WANTED
ENGLISH LANGUAGE TEACHER
(general and technical)

by the English Language School of Air Service Training at Perth in Scotland, one of the world's largest aviation schools.

The suitable applicant will be a qualified EFL teacher of several years' experience. A knowledge of Language Laboratory techniques and video tape recorders would be desirable.

A technical background, while not essential, would be a distinct advantage.

Salary is in the Burnham Scale for Colleges of Further Education.

The appointment will be for January, 1977.

Application forms and further details from

J. G. Beech M.A.
Head of the
English Language School

Air Service Training Perth

Perth Aerodrome
Perth, Scotland PH2 6NP

LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
E.S.L. ADVISORY SERVICE

Teacher in Charge: Mr. J. Chandley, B.A., M.A.
Tel: 01-660 8861

Tenable: Summer Term, 1977, or earlier if possible

Applications are invited for two posts from suitably qualified and experienced teachers of ENGLISH as a Second Language, who have an active interest in language development and curriculum organisation in both primary and secondary schools.

The successful applicants must be willing to work as members of a team of four to give leadership and advice to 49 specialist E.S.L. teachers in schools.

Applicants must have their own cars, for which appropriate allowances will be made.

Salary: Up to Scale 3 available for right applicants.

Application forms and further details from Teaching Appointments Section, Taberner House, Park Lane, Croydon, Surrey.

In-Service Courses for Teachers

The following courses will be offered in 1977:

The Education of Slow Learners
Children in Mixed Ability Classes
For PRIMARY and SECONDARY TEACHERS the one-term full-time course to be offered in the Autumn Term 1977. The course aims mainly to develop techniques for meeting the needs of slow-learning children in mixed ability classes and to provide individual help in the field of basic skills.

The Teaching of Reading
For PRIMARY and SECONDARY TEACHERS the one-term full-time course will be offered in the Summer Term 1977. The course is designed to enable teachers to extend the range and depth of their knowledge of language and reading development, to acquire new techniques and to develop greater skill in using them. In addition to lectures and seminars members will have the opportunity to pursue individual interests in the field of Language and Reading Development.

Guidance and Pastoral Care in the Secondary School
For teachers with at least three years' experience in either SECONDARY or MIDDLE schools, this one-term full-time course will be offered in the Autumn Term 1977. The aim of the course is to increase teachers' theoretical knowledge and to give opportunities both for discussion and for gaining practical experience. In addition to lectures and seminars there will be visits to schools and appropriate agencies and opportunities will be afforded for individual study to pursue individual interests in the field of Guidance.

Applications for these courses should be made to the Head of Department of Teacher Education (Ref. TES 1/76).

Doncaster Metropolitan Institute of Higher Education
High Melton
Doncaster DN5 7SZ

الجلس الإسلامي الأوربي

QURAN SYMPOSIUM

The Islamic Council of Europe is organising a seminar on the Quran on a regular basis. Participation will be open to all undergraduates and registered students. The first ten-session seminar, beginning on January 20th, 1977, will be held fortnightly and will be compered by Mr. Altaf Gauhar, author of '*Translations from the Quran*'. The Council has also instituted an educational grant of £250 for the best participant.

Eligible persons should apply to: **The Secretary General, Islamic Council of Europe, 21 Grosvenor Gardens, London, S.W.1. Tel: 01-730 9913.**

CRANLEIGH SCHOOL
SURREY

At least three Music Scholarships (major awards £1,200 and £1,000 p.a.) with free musical tuition in any number of instruments, will be competed for on Thursday and Friday, February 3rd and 4th, 1977. Wind players particularly welcome this year. Age limit under 14 on September 1st, 1977.

The School has an outstanding musical tradition (five full-time and 15 visiting staff); lessons in all orchestral instruments and composition are available. There are two School Orchestras, Wind Band, Chapel Choir and Choral Society.

Full details may be obtained from the Headmaster and the Director of Music is always pleased to see prospective candidates over the age of 11.

Colchester English Study Centre

The Colchester English Study Centre is a specialist school of English established in 1969 by Oxford University Press and a private consortium.

It provides "tailor-made" courses in English as a Foreign Language to government and international agencies, commercial organisations, Ministries of Education, etc.

Applications are invited for posts as:

Co-ordinator of Studies

Duties: Responsible to the Director of the Centre for the administration of the academic work of the Centre, supervising and coordinating the work of the full and part-time teaching staff, librarian and technical steward, including timetabling, budgeting, selecting and training new staff.

Salary: According to qualifications and experience.

Post: The post is to be taken up no later than 1 March, 1977.

Qualifications and experience: Applicants should be graduates with a Post Graduate qualification in EFL or Linguistics, and significant experience of teaching English for Special Purposes. Priority will be given to candidates with experience of administration and management in training or education.

Full-time Teachers of English

Duties: 30 x 40 minutes' teaching periods per week, 10 hours' writing materials, recording, testing, course administration, etc., per week.

Salary: £3,699 to £4,686, according to qualifications and experience.

Post: Posts are available from January, 1977.

Qualifications and experience: Applicants should have at least two years' experience of EFL teaching to adults, and a Post Graduate qualification in EFL or Linguistics. Priority will be given to candidates with experience in teaching English for Special Purposes (especially Commerce, Medicine, English for Science and Technology, Teacher Training).

Applications should submit details of training and experience and the names of two referees to:

The Director
Colchester English Study Centre
19 Lexden Road, Colchester CO3 3PW

by 31 December, 1976.

English as a Foreign Language

CAMBRIDGESHIRE

BELL SCHOOL
Cambridge

SENIOR TUTOR required to take particular interest in teaching methods and materials and in-service training at Bell E.S.O.L. teachers' training college. Experience of teaching adults and academic qualifications to degree, postgraduate qualification in teaching English as a foreign language and substantial T.E.F.L. experience desirable. Good salary and non-contributory pension scheme. Less than seven weeks' holiday.

Details from BSL, 1 Red Cross Lane, Cambridge.

MORNING TUTORS

In ENGLISH required during March, April, June, July and August—early engagement! Three weeks, each choice of German school guides. Good rates.

Apply to: Bournemouth, Eastbourne, Oxford, Portsmouth, Torquay, Wormwood Scrubs, Worthing, Cheltenham, Clacton-on-Sea and the Hamblins.

Tuition or appropriate teaching qualifications are required; also have knowledge of activity organisers.

Please reply with fullest details to: TES 2078, The Times, WC1X 8EZ.

SPECIALIST LANGUAGE COURSES (YORK)

Are looking for at least two new full-time members of staff as early in 1977 as possible, though we would be willing to consider part-time applicants. Degree plus RSA Dips in TEFL/TESL or equivalent experience at a DOS either in this country or abroad. Preference will be given to those with good all round experience in teaching adults, preferably in a residential environment. Salary will be negotiable according to qualifications and experience.

Please write for full details now.

THE English Language School, Two week residential courses for overseas students, Widdington Lodge, Banbury 63295 (Oxon).

Awards and Scholarships

BRISTOL

COLSTON'S SCHOOL
Stapleton

The governors of Colston's School give notice that up to FOUR ENTRANCE SCHOLARSHIPS will be awarded, value up to full boarding fees, suitability for entry in September, 1977, January, 1978, September, 1978 and September, 1979, and 1st April, 1980.

These Scholarships cover full fees up to £1,200 per annum for a day boy and are tenable during the Preparatory and Upper Schools.

Candidates will take a written examination in English, Mathematics and Verbal Reasoning on 5th March, 1977.

Colston's Preparatory School Foundation Exhibition may be obtained from the Headmaster of Colston's Preparatory School, and should be returned by not later than Saturday, 29th January.

SURREY

THE ROYAL SCHOOL FOR DAUGHTERS OF OFFICERS OF THE ROYAL NAVY AND ROYAL MARINES
Blackheath

BENEFACTIONS AND OPEN SCHOLARSHIPS

An examination will be held at the school on Tuesday, 8th March, 1977, at which vacancies are due to all ages. Ordinary level examinations in June, 1977, for the award of two scholarships of £150 per annum, with effect from the Autumn Term, 1977.

Further details and application forms can be obtained from the Secretary (The Royal Navy School), Farnham Lane, Surrey. Completed application forms must be returned by Wednesday, 23rd February, 1977.

WORCESTERSHIRE

THE ABBEY
Malvern Wells

SCHOLARSHIPS—TWO of up to £2,000 per annum—will be offered for girls over 11 and under 13 on 1st September, 1977, and for girls over 13 on 1st September, 1977, on the result of examinations to be held in January/February, 1977. Application by early January for MUSIC and/or ART Scholarships particulars from the Headmaster.

Educational Courses

CUMBRIA

WINTER MEDITATION COURSE
An intensive 12 day practical course in Buddhist philosophy and meditation techniques, 26th December to 7th January.

The subjects will be the exact nature of the mind and precise and proven methods of nurturing the mind to eliminate mental and emotional problems.

Details from: Manjushri Institute, Conishead Priory, Ulverston, Cumbria LA12 9QQ. (Via stamped addressed envelope, please).

FIELD STUDY COURSES in GEOGRAPHY for Primary Teachers in Midlands, Snowdonia, Yorkshire and Dorset. Residential Field Studies, 70 Wilmslow Road, Cheadle, Cheshire SK8 2AA.

RUNNING a Field Trip Centre? Consult Centre, Kingsbridge, S. Devon (0548) 852971. Survey, note, purpose-built Centre ideal for Geography, Field and Environmental Study. Very comfortable specialist laboratories, etc., very reasonable rates. Open all year round. Please write for full details now.

THE English Language School. Two week residential courses for overseas students. Widdington Lodge, Banbury 63295 (Oxon).

Appointments Wanted

HELP! SCHOOLMASTER (35)

Twelve years' experience, presently seeks resident post, home or abroad, January, 1977, Latin, Geography, English, Games to C.S./P.S.E., Music, Remedial Reading, G. subjects, Games, Hobbies. Dedicated teacher. Salary unimportant. Good testimonials.—Write Box TS 2683, The Times, WC1X 8EZ.

AMERICAN WOMAN, recent graduate in history, seeks temporary position teaching or similar in England or Ireland, starting in January. Box 2681, The Times.

SALE courses in soc sciences, based wide experience teaching all ages and abilities, open topic, topic management, all home and abroad. Box 2681, The Times, WC1X 8EZ.

FEMALE, 47 seeks part-time position Central London as teacher of French, preferably or remedial help with children. Box 2677, The Times, WC1X 8EZ.

MUSIC Graduate, Head of Grammar School Music Department, seeks post for September, 1977 in Holland, English-speaking school preferred, Germany, Switzerland.—Write, Box TES 2683, The Times WC1X 8EZ.

Personal Announcements

A YOUNG TUTOR

required for small group of pre-prep children, situated in large private country house. Accommodation in separate accommodated. Duties by arrangement.

Write full details immediately: Commander Woodbury, Wells, Somerset.

A PRIVATE ADVANCE

£25 UPWARDS
arranged without security or delay
CAMPBELL & ROBSON LTD.
107 Jermyn Street, London, S.W.1.
Write, call or phone 01-839 5536.

CHARITY COMMISSION

Charities in connection with KING'S SCHOOL, Canterbury, with Scheme for the Amalgamation of the Charities. Information 01-24-A.

The Charity Commissioners PROPOSE TO ESTABLISH a SCHEME for this and other purposes. Objections and suggestions may be sent in writing to the Commissioners within one month from today.

Copies of the proposed Scheme will be supplied on written request to the Charity Commissioners, 14 Ryder Street, London, S.W.1, quoting the reference above, and may also be seen at that address at the Registrar's Office, The King's School, 25 The Precincts, Canterbury.

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Free advice and prospectus from The London School of Journalism (Dept. TES), 110 Hertford Street, London, W.1. Tel. 01-499 8250.

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Advance £50 upwards. Apply now! 178 Regent St., W.1. Tel. 01-734 5219

YWCA CENTRAL CLUB

Friday, December 31, 1976, in the Swiss Centre Club
YWCA Central Club
16-22 Great Russell Street, W.C.1
8.30 p.m.—Annual New Year Meeting. English New Education Fellowship.

3.00 p.m.—Address by Leslie Smith, Editor of "Child Education" on "Education—Interpreting parents' anxiety" discussion on "Examinations or Assessment at 14+?"
4.30 p.m.—Tea (50p).

100% MORTGAGES

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Guildford (0483) 70870.

CORPORAL punishment. Newly formed association for abolition in Primary schools. Write Box 7128 memorably.—Write Box 7128 memorably.—Write Box TES 2074, The Times, WC1X 8EZ.

'GRAM RECORDS, cassettes from your own Song News. 10 titles—one song £5.50. Tel. 960 1663. Retn. No., W.2.

GRAMOPHONE records professionally produced from your tapes or use our nationwide mobile recording service. Stamped addressed envelope for details.—Gramophone Records, 22 Manor Lane, Ruskell Crescent, Twickenham. Telephone Walsall (0924) 840 328.

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Visit our huge and well-stocked showrooms—most leading names in carpets, furniture, fabrics always in stock. Expert assistance. Carpets purchased, fitted and guaranteed by craftsmen. Furniture and fabrics for curtains, loose covers, etc., made to your own specification. Open Mon.-Sat. 9-5.30. Thurs. 9-7. Closed Sundays. Interest free credit terms available.

Brochure from Dept. TES
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Aberdeen, 11 Exchange Street (Tel. 23456); Bath, 3 Milsom Street (Tel. 63626); Birmingham, 164 Edmund Street (Tel. 021-236 3434); Bristol, 8 Broadmead (Tel. 20301); Cambridge, 5 Sidney Street (Tel. 58620); Cardiff, 31 Queen Street (Tel. 21248); Edinburgh, 2-5 Hanover Street (Tel. 031-225 8431); Glasgow, 5-7 Royal Exchange Square (Tel. 041-221 6927); Leeds, 107 Briggate (Tel. 31601); Liverpool, 36 Bold Street (Tel. 051-709 7070); London, 158 Regent Street, W.1 (Tel. 01-734 6020); Manchester, 56 Deansgate (Tel. 061-834 1234); Newcastle upon Tyne, 84 Grainger Street (Tel. 20277); Nottingham, 30-34 Parliament Street (Tel. 45645); Oxford, 116 High Street (Tel. 42146); Reading, 29 Broad Street (Tel. 581234); Sheffield, 63 The Moor (Tel. 20911); Southampton, 160 High Street (Tel. 24395); Swansea, 42 Oxford Street (Tel. 50851).

IMMEDIATE mortgages available, up to £50,000, up to 95 per cent of purchase price, up to 25% times annual income for 2 times joint income.—Telephone Hammerson Ltd., 01-straight 8212 (24 hrs).

MAXIMUM mortgages for teachers. Advice for young teachers planning ahead. Inner-London and secured loans available. Either telephone 01-556 7241 (daytime) answerphone) or write Martin Howard Ltd., Incorporated Mortgage Brokers, Liverpool, London NW4 1TH (no stamp required).

MEET PEOPLE, make friends at parties for dances, theatres, outings, etc.—S.A.E. to Committee, 107-1, 119 Oxford Street, W1R 1PA.

TEACHER WANTED, early January, to look after Katie (6) and Helen (4), tuition for university teacher parents. £20 clear per week and self-contained flat in London, N.W.1. Would suit interesting person who enjoys children.—Please phone Mrs. Barron, 01-969 9241, after 7pm or weekends.

T SHIRTS and sweat shirts printed for your school, college, club, Read standard addressed envelope to: T Shirts, 2-10 Cross Road, Littlehampton, W. Sussex. Telephone (09064) 72606.

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WELL-KNOWN public school for boys set on hill 3½ miles south of Hertford. Extensive facilities including heated indoor 25-metre swimming pool, etc.—Write Box TES 2681, The Times, WC1X 8EZ.

WRITE and sell Children's Stories. Mail tuition. Sales assistance. Free booklet. Children's Features (TES), 67 Bridge Street, Manchester M3 3BD.

Exhibitions

BRITISH MUSEUM, Jewellery through 2,000 years. Until 27th Feb. Weds. 10-6. Suns. 2.30-6. Adm. free. Closed 24-26 Dec. inc. and 1 Jan.

HAYWARD GALLERY, South Bank, S.E.1. (G.L.C. Council). Arts Circles: 9,000 years of North-American Indian Art. Until 30th January. Adm. 50p. Tue.-Sat. and Mon. 10-8. Fri. & Sat. 10-9. Sun. 12-6.

MUSEUM OF MANKIND, Burlington Gardens, NOMAD AND CITY. Weds. 10-5. Suns. 2.30-6. Adm. free.

TATE GALLERY, Millbank, S.W.1. Jan Nieuwenhuys. Until 9th Jan. Weds. 10-6; Suns. 2-6. Adm. free. Closed 24-26 Dec. and 1 Jan.

For Sale and Wanted and Postal Shopping

BEDFORDSHIRE

English Language & Resource Centre

A new purpose-built centre which will provide a focal point for language development work will open in Bedford in September, 1977. In addition to being a centre for the teaching of children of immigrant families, it will also be the base for a language resource team concerned with training and support for teachers in other schools.

Applications are invited for the following posts for April, 1977.

a) **Language Centre**
Head of Centre—Scale 4

b) **Language Resource Team**
(1) Project Leader—Scale 4
(2) Assistant Project Leader—Scale 3

Applicants should be qualified teachers with suitable experience of teaching English as a second language in primary or secondary schools.

Application forms and further details can be obtained from D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford MK42 9 AP. (Telephone Bedford 63222, ext. 309). Closing date: 20th January, 1977.

UP TO 33 PER CENT DISCOUNT on CARPETS. All leading makes of Axminsters, Wiltons, Orientals, etc., showrooms with stocks and fitting arrive to most towns. Free and expert installation to ground floor premises and some flats. Free estimates. Trade discounts to Local Authorities, Schools, Colleges, Universities, Hotels, Hospitals, Government Depts., etc. Telephone Formby 74899.

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WESTWARD HO! Ideal area for learning and lingering. Field trips. Comfortable hotel, 7-day occupation 30, inclusive from £40. Burkitch, Westward Ho!, North Devon. Tel. 6565.

£1 PER NIGHT Self Catering. Groups of 10 to 20 persons. Brochure from Countryside Centre, Bucks Horn Corner, Hailsham, Sussex. Tel: Hailsham 3060/523 811.

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Harrow House, Harrow Drive, Sevenoaks, Kent.
Telephone 54321.

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HBA Ltd., 7 Queensgate, Dingwall, Ross-shire. Tel. 0349

YORK

Welcomes school parties (up to 60).

Lady Anne Middleton's Hotel, Sandygate, York.

ADVENTURE Centre to let by Loch Lomond. Educational trust. Available for longer lease. Suit: Field Centre, Farm, Activities. Tel. Gwynfe (05505) 207.

COURTLANDS CENTRE, Kingsbridge, Devon, offers special facilities for parties of school days, particularly winter spells. Large small groups catered for. Open throughout year. Write for further details to Telephone Kingsbridge (0548) 852271.

HOTEL PON-LADIES (12 to 40 years) 200 single rooms, partial board £30 p.w. All amenities. 172 New Kent Road, London, S.E.1. 01-703 4178.

HOTEL SAN FELIPE, Puerto de la Cruz, Tenerife, 4 nights mid winter from £258 pp incom. Thomas's is Cadiz 97 executive hotels from Gatwick. £99 return travel agent or ring us on 01-367 4447/8017. Prices subject to availability and adjustment. ATOL 1526BC.

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EUROPE CANADA HOLIDAY Home Exchange. Brochure 25½p from 3 Fairlea Crescent, Vancouver, B.C., Canada. Tel: 261 8291.

HOME Exchange Holidays in Denmark, France, Holland.—Write Jutta Vacation Exchanges, New Barn House, Toll Road, Kingston, Lincs.

Properties for Sale and Wanted

KENT

Near Tunbridge Wells. Residential College set in extensive grounds—establishing registered as state house: 12 bedrooms, 6 reception, bath or shower rooms. Staff house: 9 bedrooms, 2 reception, 3 bath or shower rooms. Private flats bungalow: 3 bedrooms, sitting room/dining room, etc. Playrooms, grounds, courts, swimming pool. Offers in excess of £125,000.

Write for further particulars, apply: Walter Egnor & Sons, Hadlow (Tonbridge) Tel. 0732 850244.

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SUITABLE COUPLE

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DUPLICATORS, offset printing, photo-copying. Speedy service. Derby Duplicating Co., 18-19 St. James Chambers, Derby. Telephone 48930.

Magical mysteries

Peter Fanning at some end-of-term school productions

Remember the days of the jelly baby craze, when shares in the corduroy industry boomed? When the pudding basin Beatle cut signalled revolution and the younger generation was in moral decline? Where were we in 1963? It was not very long ago.

But in our present forlorn decade it is the nostalgia business that is booming, and after "John, Paul, George and Ringo", Hillside School in Borehamwood have been churning up the past with their own Beatle Musical. It is called *Sergeant Pepper*.

All the world loves a song and the old songs go down best—and more of music by the Liverpudlian Four had been squeezed into this two hour documentary of Beatle adulation. There was little attempt to link the songs—indeed a disc jockey from Radio Caroline provided an excellent substitute. A line or two of dialogue was wedged between each number and then the famous cliché "That sounds like a song" came echoing across the years. Yes, they *do* all go on a Magical Mystery Tour and as you might expect there is a Yellow Submarine. The leading players have suitable names such as Michelle, Jude and Rita (who is a meter maid of course).

But it was all enormous fun. Singers and dancers and orchestra combined to give the whole show a professional gloss. And the wardrobe and lighting departments both deserve bouquets. Few school shows are so colourfully and carefully designed. The big numbers looked like a giant live advertisement for Levi jeans and the final crescendo "All you need is love" pulled out all the stops with enormous banners, massed choruses and glittering fairylights.

Meanwhile, further back in the nostalgic twilight, 4R Movement and Dance Group lurched onto the celluloid oldies in their dance extravaganza "Hurrah for Hollywood". The grotesque Disneyland Father Christmases at the door promised Munchkin children, Groucho Marx, James Cagney, Fred Astaire, the whole bang lot—and some lavish costumerie. Where else but in a fully amateur show or a million dollar musical at Drury Lane would you make a dozen costumes for the United States Cavalry for all of 20 seconds on stage? Hurrah for the Lewisham mums.

Occasionally a sketch was spectacular, like the opening silent movie sequence with enormous babies and hoops and fleas and a wonderfully observed Charlie Chaplin. As dance drama it worked very well, full of vitality and energy —until it came to singing.

What benefit can there be to man or beast in miming the words to an Al Jolson sound track—especially when the speaker is at one end of the stage and the singer is halfway down the thrust? The macabre effect reminded me of watching *The Sound of Music* in a cinema in the outback when the sound track was two seconds behind the film. Live theatre eh? It was like watching through a plate glass window. Especially when the sound broke down.

Earlier in the evening a zany cartoon curtain raiser was followed by an ultra-violet Nativity—quite the most complete part of the show. Masked Kings and Shepherds flitted around like super-white corn dollies, while spring-like lambs kicked their hools in the air and John Williams played Vivaldi.

Oh What a Lovely War is stuffed full of golden oldies and the old war songs still pack a punch. Hampstead School, who booked the Roundhouse for the occasion found that this location did not always work their way. The sheer size of the Roundhouse magnifies mistakes, making slow entrances and exits even slower. A lot of the dialogue was difficult to hear and simple staging and costumes can look shabby unless acting and movement is very good indeed. It all seemed rather under rehearsed. But a few gems floated up to the surface and there were fine performances from a tyrannical sergeant major, the lovely tophatted lady in the cabaret spot and an ubiquitous actor playing an Irish Sergeant, Field Marshal Pétrauch and a ghastly Forsythian compere.

Space was also the problem facing Wandsworth School in their production of *Son of Man*. (Ambition amongst school producers appears to know no bounds.) In translating Denis Potter's intimate television play into theatrical terms, producers Tony Hegarty and Martyn Donathan used an arena stage with four separate locations. But how to fill the empty spaces between a sparse audience and Pilate's remote palace—and thereby reduce the threat of total alienation on one of the coldest nights of the year? We could have done with a legion or two on loan from MGM.

Things only caught fire in the central arena with riots and money changers and, most particularly, when Christ addressed the audience direct. Stephen Ackhurst was the Son of Man with the emphasis very much on that word Man; always doubting ("Is it me? . . . I don't know . . . I'm not sure . . .") and frequently angry with a brutal world (which was all the more obviously brutal for being in modern dress), his suggestion that men should actually stop fighting and start to love each other was rightly the great surprise of the evening. And the crucifixion was a fierce, horrendous fact. It seemed a pity to clap at the end.

A scene from Welshpool High School's recent production of Red Spot, Golden Hand, *a play based on the tale of the ancient Welsh hero,* Owen Glyndwr *and written by Tony Lewis, the head of the English department.*

But for a drama which wallows in the primeval past, an Aeschylean epic to end all epics and something to make Cecil B. de Mille's last white hair stand on end, there was Tulse Hill's translation of the *Oresteia* into a musical. "On ice, I suppose", was a friend's bewildered comment. The very idea is mind stunning.

Under new management and renamed *The Furies*, this tale of matricide and adultery, human sacrifice, justice and guilt has become a tale of two hour's traffic. As with last year's adaptation of *The Tempest*, Guy Richardson's music was the great mainstay—rippling, threatening and hewing its way through the plot with brass and woodwind and an army of percussion. Thus, after shades of *Aida* during Agamemnon's triumph, comes the climax (Will he, won't he tread on the purple cloth?), underscored with a spine chilling hush and the choruses pleading or yelling the dead or baying for blood, was exciting and desperate.

Lisa Wright's dialogue was simple and direct, but it was always bound to be episodic, clogged with classical references and statuesque confrontations, which often looked superb but which equally often proved too much for inexperienced actors. One tended to forget the epic dimension of a clash of cosmic forces and to think about the Christmas shopping instead. But there was some passionate acting from George Glow as Orestes and although *The Furies* never managed a full scale gallop, they displayed some flashes of athletic brilliance. Now what am I bid for a musical version of *Waiting for Godot*?

Art for who's sake?

Last week on this page Colin Ward paid tribute to Benjamin Britten. Here Hilary Finch questions the first article's emphases

"Valuations, comparisons, the whole apparatus. Does it mean anything to you? It doesn't to me, much. Slaps or bouquets—they come too late to help or to change, long after the work is done." Sobering words, taken from a letter to Sir Michael Tippett from Benjamin Britten quoted in BBC Radio 4's tribute to him on the day he died.

Now, after the work is done and the on-the-spot tributes have been paid; it may seem superfluous to say any more. But, stimulated by two points made by Colin Ward in last week's *TES*, I should like to pinpoint what I see as one of the main preoccupations behind Britten's work, and one which is supremely important in an appreciation of his work for children. And that is his obsession not with innocence, not with pacifism, not with creeds, but with the individual.

"It is odd to think of Britten, loaded with Establishment honours, as a man of the Left", says Mr Ward. Yes—is odd to think of Britten as a man of the Left. Not because of those "Establishment honours", but because of the [illegible] called "the balance between international standards and the natality" —and he was wooed back to East Anglia by Forster's article on Crabbe and Aldeburgh, an article by a friend who, significantly, had once written "I hate the idea of causes". Britten realized that a respect for all men could only come out of a respect for the specific individual—and that, in turn, included and presupposed a respect for the self.

All this leads one to question also the ubiquitous emphasis on Britten's concern with "innocence", that imprecise and ambiguous abstract. If we are speaking of "obsessions", it is surely more helpful to an understanding of Britten's music to focus on his preoccupation with the solitary, the single man against society—man, woman, or child—and in Britten's works, he is not, almost cannot always be innocent.

In *The Turn of the Screw*, *Albert Herring*, *Billy Budd*, *Owen Wingrave*, is it really the betrayal of innocence which permeates the opera? Peter Grimes—innocent, yes, in legal terms and by virtue of the court's verdict (and vastly less culpable than Crabbe's original)—is a man who has [illegible] Peter's tragedy is that of the solitary individual (and nowhere more movingly than in "The Great Bear and Pleiades" aria) in the wrong place and at the wrong time, surrounded by "accidental circumstances" among which he is unable to live. Britten's lifelong habit of composing with specific people in mind (which Colin Ward mentions) perhaps speaks loudest of all. And they were not fine performers; he wrote Peter Grimes because "I wanted to express the weariness of the respectful struggle of men and women whose livelihood depends on the sea". They, too, were at his shadowed by something which passed from him and he [illegible] something that Tippett has now with the individual [illegible] him to a deep knowledge of and empathy with children—so much so that he was not content to write only for them to listen to, but for them to perform. Precisely *how* did he give a "new sense of importance to school music and school performers" of which Mr Ward speaks?

In three ways, I think. Britten's concern was wide and thorough enough to go beyond the choirboys to the state school boys, to shift the English out of their aural cocoon of ecclesiastical euphony and to write rough, lively, secular music; to suggest and support the formation of the London Boy Singers, the cockney sparrows among the nightingales who sing, as Britten hoped they would, "with real colour and musicality".

And everybody is involved in the music; in *The Little Sweep*, it is the audience participation in the inter-scene songs; in *Noyes Fludde* the extraordinarily moving experience of joining in the second verse of "Eternal Father strong to save" as the moment of the storm; in the fact that he did not use serial techniques mainly because he knew it would inhibit children and amateur performers.

Britten's concern with the individual and with the child is also the reason for his understanding of the type of rhythm, melody and orchestral colour they love (one thinks of the ball game in *Albert Herring*, the rain drops pattering from the slugs' mugs in *Noyes Fludde*) he never let the results become merely flashy. Think of the testing rhythms in some of the treble parts of *The War Requiem*; the nurses' chants in *A Midsummer Night's Dream* and the aural demands made in the fugue at the end of *A Young Person's Guide to the Orchestra*.

Nor all aural passages and chords of 6/8 major. But, as someone once said, there are times in Britten's music when you feel you are hearing even these for the first time.

Culture crisis

Bernard Bergonzi

In *Single Mind* on BBC 2 (last week) George Steiner picked up the doubts and worries expressed by the Prime Minister in his recent speech on education. Having taught for several years in Cambridge, Steiner is now professor of English and Comparative Literature in Geneva. From Switzerland he is able to look with a Continental's detachment at what is happening in England; at the same time he keeps up his residence in Cambridge, where he observes both critical eye his son's progress through the local grammar school. As a literary critic Professor Steiner is encyclopaedic and confidently assertive, passionately concerned with the nature of language, and given to extravagant metaphor and wild apocalyptic flights.

In *Single Mind* the concern with language was well in evidence, but the extravagance was checked. In his opening remarks Steiner was subdued, calm and very serious. As the beginning he invoked Orwell's famous essay on politics and the English language; Steiner is in the critical tradition, exemplified by Pound and Leavis and Orwell, that regards language not as a passive vehicle for knowledge and ideas but as the vital medium in which the whole of human culture is preserved and passed on. The medium can be corrupted, as German was in Nazi Germany, or as American was in the years of Vietnam and Watergate, where there was a disastrous separation between what was said and what was meant. Until recently, Steiner argued, British English was a model for the world as a medium for public discourse.

But now there are increasing signs of decay. Corruption is everywhere evident, whether in the grunts and mumbles of the teenager, denying articulacy and literacy as part of a generational and class rebellion, or in the spread of grey bureaucratic jargon, or in the systematic evasiveness of politicians who don't expect to be believed. Steiner exaggerated, as that is part of his rhetorical style, but the hits were home: the English crisis, he insisted, involved not only economics and politics but language and education.

The discussion was then taken up by John Rae, headmaster of Westminster School, Mary Warnock, a philosopher, and Robert Skidelsky, an historian. They basically agreed with Steiner's diagnosis, so the discussion was about questions of nuance and particular interpretation. Mary Warnock, for instance, was more willing than Steiner to believe that language could be separated from thought, while Robert Skidelsky felt that educational questions had to be seen in a context of political and social attitudes. Yet the fact that the participants shared a good deal of common ground meant that the discussion was far more interesting and more constructive than the confrontational punch-ups that so often make good ratings on television debate, and which in the event are so futile.

This particular *Single Mind* helped restore my faith in the possibility of television as a medium for the serious discussion of serious ideas. Apart from a desperate conviction that once in a while politicians should try telling the people the truth, what emerged most importantly was a rejection of progressive assumptions in education, a rejection that must get back to the idea of producing élites, as it does in Russia or France, simply because the country needs them, though it would be a good thing if élite and class could be separated. There must be agreed standards and judgements in mathematics and English, enforced by the government, and education should be as much concerned with presenting structures of knowledge as with developing a child's personality. Children must, in short, learn not just what we (or they) would like them to learn, but what, in a difficult competitive world, they need to learn. Would it be so much to ask, Steiner at one point inquired almost plaintively, that teachers of mathematics should at least have an A level pass in the subject?

These are, no doubt, conservative notions, but they are becoming increasingly current. Indeed, one of the most quietly significant things in this programme was its confirming that in educational and cultural questions most of the new and challenging ideas are now coming from somewhere right of centre.

ETV

Double-edged compliment

Jane Steedman on mathematics series

An 11-year-old pupil at a middle school asked me the other day why they had to have maths on television when the teacher made it so much more interesting. The teacher was astonished by the compliment, but it did not hurt her when the lad subsequently put his own question: "I suppose it's to give the teacher some ideas what to teach the children."

He may not know that, of all the teacher trainees who set out in 1973 to be this year's novitiate, 42 per cent had not even an "O" level in maths, or the Schools Council, investigating 1,500 teachers' priorities, found that nothing remembling maths came higher than fifteenth in the list. The question is whether Schools Television helps the problem.

Schools Television maths offers an in-service "refresher" course, illustrations of new ideas, approaches and materials, or moralebooster support to the non-specialist teacher lacking confidence in maths. Teachers, as well as pupils, are the learners in the audience for Schools Television. This makes some maths ETV a compromise between teachers' and pupils' fare which satisfies neither.

Two series for junior/middle schools, *Figure It Out* (ITV for age seven and over) and *Maths Workshop* (BBC Stage 1 for nine to ten-year-olds, Stage 2 for 10 to 11 years), aim to present a variety of separate ideas or activities within a flexible programme. Both cram a lot in, and only one or two ideas may be followed up. There is no attempt to consolidate a given teaching point, though support print materials suggest related work. Some teachers welcome the wealth of ideas and I have seen classroom walls covered in results.

But maths specialists in schools have reservations, for example a junior maths specialist said the programmes skate too rapidly over too much. There is no time to follow it up and make sure points are learnt.

The attempt to provide for pupils as well as for in-service training for teachers makes at times for compromise. What *Figure It Out* provides for pupils is jokes, some of which are excruciating for teachers, but good in parts for children. Some seven-year-olds are puzzled by its "humour" and the jokes are often irrelevant to any teaching point.

There is a danger that producers will confuse the need to vary presentation with the variation of mathematical tasks and objectives at the expense of the pupil's understanding. *Figure It Out* sometimes appears to be sugaring the pill with distant jokes of the "do you know the one about the three holes in the ground . . . well, well, well" variety—rather than presenting interesting, pleasurable learning.

Maths Workshop (BBC, 11 to 15 years) attempts to make jokes or wordplay that do seem relevant to the mathematical content. Relevance can be illusory, though; one 11-year-old liked the "Decimal Squad" best afterwards, "what are dec" *Maths Workshop* consolidates teaching points with a fast-moving magazine programme, uses live action sequences and, at first more comprehensible to television sophisticates among pupils than to their teachers, the mathematical useful follow-up cards can conquer reservations.

The specialist may not mind that several ideas flash by and seizing on the one which pupils ask to copy. But *It's Maths* (BBC), which is to replace *Maths Workshop* in Autumn 1977 and will be aimed at non-specialist teachers of nine to 10-year-olds, is based on the view that where the audience lacks specialist skills it makes more sense to have a single theme for each programme. Certainly this approach seems to work for *Mathshow*.

Television has distinct advantages in illustrating "applications" of maths to tangible problems and in demonstrating models, motion and materials for follow-up. It can do this much faster than a teacher, and speed is certainly consistent with new maths' insistence on different ways of discovering and understanding different operations.

But some mathematics specialists reject schools television on the grounds that junior school children get too much television at home and that pupils are unused to listening. They complain that visuals, rather than explanations, dominate. And they feel, too, that memory training in the basics is lacking.

Many teachers think that multiplication tables, for instance, have been too long neglected in the new mathematics though there are many in primary schools which still claim to practise them.

A BBC response is *Keep up with the Times*, eight five-minute units on tables for seven to nine-year-olds. First broadcast last summer, concealed within the miscellany *Marry Go Round*, these will be separately identifiable when repeated in the spring and summer of 1977.

By the time pupils get to 14, the debate is different—how "relevant" should the programme be—and to what in their experience. *Countdown* (BBC, 14 to 16 years) has attempted to provide for unmotivated fifth-formers by relating mathematics to life outside school.

This term began the final two-year cycle of the series, and there are plans for a new one in 1978. This is expected to relate the programme content more closely to work—rather than leisure—activities.

In the current series, the mathematical content is usually presented as problems encountered by a trio of adolescents, using, for example, tube maps on the way to a football match.

The change to a work-based content may not be welcomed everywhere and one school I know is alarmed that a new series may lack the value of these mainly dramatized programmes with their pupils' work books on which they rely for a CSE Mode 3. One problem, however, with offering content illustrated in a work or industry context is that some specific skill specific to a particular occupational niche may be useless or uninteresting to most pupils.

What has been suggested, as useful to teachers and students, is the illustration of mathematics in practice—geometry for the apprentice draughtsman, or what every plumber needs to know—in drama or documentary form. This could help students to see mathematics as necessary skills for tackling real problems.

The present series is aimed at "non-exam" pupils but its successor may aim at a wider or different audience in the same age range. If so, the new series might be a step towards producing the more numerate, technically minded, school-leaver that much of industry would like to see.

But that is another story, and for the time being at least Schools Television will be following the demands of school mathematics rather than answering the as yet incompletely defined complaints of industry.

Video

The dictatorial camera

Heather Neill on videotaped Shakespeare

Television and Educational Classics Ltd has attempted the impossible—to give an audience the experience of watching Shakespeare in the theatre by videotape. But its ambitions go beyond even this: it intends to give the spectator the impression that he is part of an Elizabethan audience (or at least that he is looking in on Elizabethan playgoers at the theatre) and to give him a glimpse backstage into the bargain. *Romeo and Juliet* is the first play to be completed; the whole Shakespeare canon is being lined up for similar treatment.

The camera is a dictator. While Tybalt is disrupting the Capulet ball we are directed to look at the newly-met lovers. This is a beautiful moment in film terms: love is contrasted with violence, soft eyes with harsh words but, in the theatre, one's attention would certainly be taken by the speaker.

Sometimes we look at the stage from behind a row of Elizabethan hats, sometimes we are taken into close-up. Inevitably, these are the most successful scenes, the ones that work best in cinematic terms. In longer views of the stage, from any angle, the sense of space tends to be lost so that characters appear to be on top of each other. The sensation of being in the theatre remains elusive.

Then there is the difficulty of uneven sound quality. The St George's Theatre where the tape was made (and which looks charmingly authentic, incidentally, especially with the galleries added especially for the occasion) has a history of troublesome acoustics. The clutter of furniture and other noises are sometimes intrusive, besides, exaggerated by the microphones.

It is a lot to ask of a young audience; they must concentrate on the play in spite of technical difficulties, they must be aware of the Elizabethan context (though the audience does not behave in the least like an Elizabethan one; they are merely stooges. In costume, much less animated than the spectators of *The Good Old Days*) and they must be able to gain something from the occasional shot of an actor mopping his brow without losing involvement in the plot. Is disbelief to be suspended or not?

The performances themselves are, on the whole, creditable. Sarah Badel's Juliet is passionate and sincere and Peter McEnery's Romeo is young, eager and intense. They are worth watching, even in these conditions.

Pipes of Pan

Musical Instruments of the World: an Illustrated Encyclopaedia. By the Diagram Group. Paddington Press £8.95. 8467 0134 0.

This is an excellent book, and its excellence arises from the diligent and successful pursuit of a dazzlingly simple idea by an intelligent production team. For the first time, at what must be counted as very modest cost, musicians, schools, universities and amateurs of ethnomusicology can purchase a solid, splendidly laid out and (as far as such things can be so) comprehensive book of pictures of musical instruments. Some 4,000 drawings, scrupulously realized from photographs (which gives a consistency and clarity to the images which photographs would not do) make up a volume that is source book for music history, instrument making, musical acoustics and anthropology.

Being able to see and compare instrument types, shapes, and regional patterns of development is more richly suggestive than ream upon ream of verbal argument. Instruments are grouped according to the Hornbostel and Sachs system of classification, which ethnomusicologists are familiar with and teaching musicians could with profit acquire. Each page incorporates smaller line diagrams of selected instruments being played. Not only does this help the reader imagine how the instrument may work in practice, it also indicates the scale of reproduction in an effortless way.

In such touches as this and the provision of supplementary sections on the instrumental repertoires of different regions, periods and ensembles, the producers show signs of having sensibly and searchingly deliberated on questions of readership and reader use. The result is a book refreshingly without idiosyncrasy, and a powerful contemporary statement in favour of the unification of musical studies.

Robin Maconie

Film

Our Schools Ahead.

19 minutes, colour. World Wide Pictures for the Electricity Council. Free loan from the Electricity Council film library, 30 Millbank, London SW1.

The Electricity Council has sponsored a number of films on architecture which link design with lighting and heating systems. *New School at Eastergate* deals with the open plan primary school there, which features briefly in this film about new schools in Hampshire, Cardiff, Scotland, Lancashire and the Home Counties. All are built on the open plan and the film argues that this means not just an open space but a succession of flexible teaching areas.

Some time is devoted to two new primary schools in the Grampian region. Grampian's director of architectural services, John Arnott enthuses over the controlled ventilation system which uses an air handling plant incorporating a heat pump. This has low energy input in winter when heating is required.

Theatre and education

Old fashioned panache

David Self on a play at Ipswich School

Any script which demands that a full-size hot air balloon (complete with basket and occupant) shall descend from the flies, fall deep into a well on stage, and later reascend is one that school play producers are apt to discard early in their search for "something for the end of term".

Full marks then to Ipswich School for tackling John Whiting's fantastical farce *Penny for a Song* and successfully staging it with panache, wit and attention to detail.

Set in the Napoleonic wars, it is about two Dorset eccentrics—the would-be leader of a private army (played with just the right mixture of bluster and pathos by Charles Dowbiggin) and a gentle firefighter who thwarts the war games of the rustic fancibles. It is not the sort of socially relevant play that lends itself to massive crowd scenes with everyone improvising away like mad. It needs a proscenium arch, colourful scenery, costumes and props. In return it offers 15 rewarding character parts of various sizes.

Ipswich's production was what some might call old-fashioned. Members of the school in the audience never quite suspended disbelief; but perhaps that is due to weaknesses in the script. The cast (especially Paul Brown as an urbane Londoner) showed themselves competent comedians with a good sense of timing, a knowledge of when not to overplay a scene, and courage to embrace the poetic subtleties of the play's dying fall.

Briefings

Radio and TV

FE and general interest

Aquarius (Saturday, 22.45 ITV) "A Souvenir of Summer" visits the little known Italian town of Barga, where each July an international opera festival is held.

New Developments in Technician Education (Sunday, 15.30 VHF 4)

Professor Sydney Urry reveals how the City of Bath Technical College has faced up to the new Technician Education Council requirements. Why have they been able to involve local industry in their three-year plan?

Talking about Music (Sunday, 15.40 Monday, 09.45 Radio 3)

Anthony Hopkins discusses a work of current interest in the world of music with extracts and critical comment.

Citizen's Advice (Tuesday, 19.00 Radio 3)

The investigation into the way citizen's advice bureaux are organized continues with "Training for the Job".

Sur le Vif (Wednesday, 19.00 Radio 3)

The second of three special programmes for those studying second-stage French. Features a marriage with practice in the "perfect" as the bride describes her day.

Signs of Trouble (Tuesday, 23.05 approx. BBC 1)

The last programme in this series looks at the alternatives to prison and borstal for juvenile offenders both in this country and in the United States.

Some BBC Specials

Look out for:

The World About Us (Sunday, 19.25 BBC 2)

A study of the route of the Cape to Cairo railway.

Look Stranger (Sunday, 21.50 BBC 2)

A "bus for all seasons" shows seven young people and their enterprising resources centre—an old Southdown bus.

Horizon (Monday, 21.50 BBC 2)

An investigation into the Arthurian legends, using all the tricks of modern science to establish truth.

The Enthusiast (Wednesday, 20.15 BBC 2)

A celebration of the Poet Laureate, John Betjeman.

Don Quixote (Friday, BBC 2)

Rudolf Nureyev stars with Robert Helpmann and Lucette Aldous in Petipa's nineteenth century Russian ballet.

Films include Hans Andersen's *Snow Queen*, *Scaramouche*, *Oliver*, *The little theatre of Jean Renoir* and *A Man for All Seasons*.

Look north

Modern Scottish Poetry. Edited by Maurice Lindsay. Carcanet Press £3.90. 85635 159 8. £2.50. 85635 160 1.

This new anthology, covers the last 50 years and includes poets both well-remembered and unjustly forgotten; and it comes at a time when there is a dearth of substantial collections of contemporary Scottish verse.

Of course, the established poets are included: MacDiarmid, Andrew Young, Edwin Muir and the up-and-coming names, now common currency: Douglas Dunn, Fulton, Conn—but it is those in the hinterland that give this book its value, such as G. S. Fraser, Garioch and Sydney Goodsir Smith.

This welcome volume, will remind readers of the range and potential of present Scottish verse.

Martin Booth

In one of the schools, warm air is fed into the teaching areas and extracted for recirculation or expulsion to the atmosphere through a suspended ceiling.

This target audience is presumably l.e.a.s, architects, planning committees and others concerned with school building. Teachers might well wish to see it and comment, perhaps not always favourably, on the open plan concept. The running costs of a system which in some cases relies on underfloor heating must cause concern.

Alec Hughes